



Doctoral Internship in Clinical Psychology 2025-2026

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Cognitive & Behavioral Consultants (CBC)

Vision and Mission Statement

CBC aims to be the premier mental health center specializing in Cognitive & Behavioral Therapies (CBT) and Dialectical Behavioral Therapy (DBT) treatment and training. Our mission is to provide compassionate, cutting-edge, evidence-based treatments, evaluations and wellness services to create positive and enduring change for adults, adolescents, and children. The organization fosters advancement in the science of mental health via reflective practice and collaborative engagement with prominent figures in the field. This approach facilitates the development and delivery of innovative, evidence-based treatment modalities.

CBC's Institute for Professionals propagates scientifically-based practices that enhance well-being by training the future generation of mental health providers (ie. practicum students, doctoral interns, and postdoctoral fellows); providing Continuing Education (CEs) for mental health professionals; and supporting individuals in schools, businesses, and other mental health organizations through training and ongoing consultation.

About Us

Founded on the belief that mental health treatment should be compassionate, dignified, and effective, Drs. Alec L. Miller and Lata K. McGinn formed CBC in 2004 as a center where like-minded professionals could work together to offer powerful services for their clients.

CBC benefits from Drs. McGinn and Miller's decades of experience in academia and research, and commitment to excellence in mental health care. Dr. McGinn continues to serve as Professor of Psychology at the Ferkauf Graduate School of Psychology, Yeshiva University, is a certified clinician, trainer and Founding Fellow of the Academy of Cognitive and Behavioral Therapies (A-CBT), and is the President of the World Confederation of Cognitive and Behavioral Therapies (WCCBT). Dr. Miller is a Clinical Professor of Psychiatry and Behavioral Sciences at Montefiore Medical Center/Albert Einstein College of Medicine, where he served in multiple leadership roles and is certified as a DBT clinician and trainer. As demonstrated by their longstanding careers, these leaders are passionate about teaching and training current and future generations of mental health professionals the clinical skills to deliver quality treatments. They are dedicated to improving mental health care and creating effective strategies through innovative research and ongoing dissemination efforts. They are proud to be leaders in the field of CBT and DBT.

With offices located in Manhattan and Westchester, CBC is an internationally recognized evidence-based center that provides clinical and wellness services, custom-designed programs for organizations, and continuing education for professionals. CBC specializes in Cognitive Behavioral Therapy and Dialectical Behavioral Therapy.

Employing evidence-based methodologies, CBC offers a structured framework and instrumental resources to support individuals confronting diverse challenges, spanning from everyday stressors to the complete spectrum of psychological conditions, encompassing both mild and severe presentations. Comprehensive services are rendered to adults, adolescents, children, couples, and families, alongside consultative services provided to educational institutions, agencies, and commercial entities. Furthermore, CBC delivers educational and training programs for therapists.

CBC applies evidence-based methodologies to provide a structured framework and resources to support individuals facing a range of challenges, from routine stress to the full continuum of psychological disorders, including both mild and severe presentations. A comprehensive suite of services is offered to adults, adolescents, children, couples, and families. Additionally, consultative services are available for educational institutions, agencies, and commercial organizations. Furthermore, CBC conducts educational and training programs for therapists.

CBC employs a team of seasoned professionals, possessing a wealth of diverse experience and an unwavering commitment to their clients. The breadth and depth of clinical expertise enabled the organization to expand its service offerings, providing the community with a comprehensive suite of support. This expansion ensures that the community's multifaceted needs are met with utmost care and expertise.

Internship Goals and Objectives

Cognitive & Behavioral Consultants (CBC) offers a full-time Doctoral Internship in Clinical Psychology for eligible fourth-year or higher graduate students enrolled in either APA or CPA approved clinical or combined school-clinical doctoral programs. The internship at CBC is designed to shape interns into expert scholar-practitioners of evidence-based CBT and DBT therapies spanning across the lifespan and a wide range of psychopathologies. CBC offers a breadth of training opportunities and specifically tailors intern programming (e.g. case and group assignments, and elective opportunities) to maximally expand intern competencies during their training year. CBC prepares interns to apply science-based interventions, with an emphasis on creativity and flexibility within fidelity. In addition to providing individual and group-based interventions in an outpatient setting, CBC exposes interns to our training and consultation programming to prepare them to engage in dissemination of evidence-based practices to increase the availability of quality mental health care. In line with NY State licensure requirements, interns complete at least 1750 hours during their training year.

As part of their core competencies interns are responsible for conducting thorough intake assessments using multimodal assessment tools, formulating theory-driven case conceptualizations, selecting and implementing appropriate evidence-based interventions,

monitoring client progress, and collaborating with collateral providers and contacts. CBC is committed to incorporating the cultural and contextual factors of clients' experiences into case conceptualization and intervention strategies to optimize outcomes. Given that CBC provides services to clients across the lifespan, interns frequently incorporate family members, medical providers (e.g. psychiatrists, neurologists, developmental pediatricians, occupational therapists and school-based providers).

CBC was the first DBT program in New York State to be certified by the DBT-Linehan Board of Certification. As members of the DBT team, all interns participate in all modes of DBT including weekly DBT Consultation team, individual DBT therapy, DBT group leadership, and phone coaching. Interns have the opportunity to practice Adult DBT, Adolescent DBT, and DBT for Children (DBT-C).

CBC adheres to a Scholar-Practitioner model, wherein interns receive evidence-based training grounded in clinical research. The internship provides research-based training and supervision. Supervisors furnish training, supervision, and readings based on research literature to help interns implement theory into practice. As an outpatient, independent practice, CBC does not presently secure external funding for research endeavors. Notwithstanding the absence of external funding, CBC undertakes program evaluations of various initiatives, including the SAGE Intensive Young Adult program, the Parent-Child Interaction Therapy (PCIT) program, and the Obsessive-Compulsive Disorder (OCD) intensive program. Prior projects have investigated both the validation of program efficacy and moderators of treatment outcomes to enhance our practice, refine our training and consultation services, and contribute to the broader field. Interns are encouraged to participate in these projects at multiple junctures, including research design, data collection, data analysis, publication, and conference presentations.

Before the beginning of the internship year, prospective interns complete a comprehensive needs assessment that outlines their strengths, growth edges, elective and group preferences, and goals for the training year. The training team then utilizes this needs assessment to assign individual supervisors, electives, and group leadership. These needs assessments are referenced throughout the training year to track intern progress, shape didactic topics, and in case assignments to provide the most meaningful and formative training experience for interns. Intern caseloads are crafted through the use of their needs assessment and the intake team to ensure that they get a diversity of clinical presentations to broaden their clinical competence.

ELECTIVE OPPORTUNITIES

Beyond the core training in CBT and DBT across the lifespan, clinical psychology interns may have the opportunity to participate in some of our specialized programs.

Child and Adolescent Anxiety and Related Disorders Program (CAARD)

The CAARD Program, under the direction of Dr. Rachel Busman, consists of programming for children and adolescents with a range of anxiety and impulse control disorders (e.g. OCD). The CAARD team is responsible for triaging case assignments, and crafting specialized programs for this population. This team meets weekly for anxiety-specific didactics, case consultation and program coordination. Programming in this domain includes, but is not limited to:

- Selective Mutism (SM)
 - Voices Rising Group intensive Groups for SM
 - Parent-Child Interactive Therapy for Selective Mutism, (PCIT-SM)
 - Weekly SM groups
- OCD
 - Four-day intensive OCD groups
 - Coordinated intensive programming for individuals
- Supportive Parenting for Anxious Childhood Emotions (SPACE)
 - Parenting support for individual families
 - SPACE groups for didactic and peer support
- Exposure Groups
 - Transdiagnostic Exposure Groups
 - Social Anxiety Groups

Parent-Child Interaction Therapy (PCIT)

The PCIT team, directed by Dr. Amanda Strano, is composed of multiple clinicians certified by PCIT-International and at least one within-agency trainer capable of supervising interns for certification. CBC provides all training requirements to meet the certification requirements of PCIT-International. Currently, Dr. Chad Brice serves as one of the team's within-agency trainers. The PCIT team meets weekly to support trainees in adhering to PCIT fidelity. During these meetings, the team conducts PCIT case consultation, provides didactics on specific topics in PCIT, practice and role play coaching, and practice coding using the Dyadic Parent-Child Interaction Coding System (DPICS). The team also practices adaptations to PCIT including the Toddler Protocol, PCIT-Calm, PCIT for Emotional Development, and the Older Child Protocol.

SAGE Intensive Young Adult Program

SAGE is a system of modular evidence-based programs for young adults that utilize DBT, CBT and executive functioning strategies in an intensive format with an additional parent component. Our SAGE program, directed by Dr. Alison Manning, is designed for young adults who are struggling to reach developmentally appropriate life goals. These young adults may have difficulty regulating emotions and behaviors, may present with multiple problems, exhibit a high degree of withdrawn or avoidant behaviors and/or have difficulty with executive functioning skills. The program is a combination of intensive group programming and ongoing individual therapy. Young adults enroll in modular groups based on their level of need. Participants often

begin in our SAGE I DBT groups to learn a breadth of DBT skills before stepping down to one or more of our SAGE II groups (i.e. Ongoing DBT skills generalization, targeted executive functioning skills and CBT change strategies with an emphasis on behavioral activation and exposures). Interns can carry individual clients who participate in the SAGE Program, and/or co-lead one or more of the SAGE groups. Given the intensive nature of this program, the SAGE team meets weekly to conduct team consultation, address group therapy-interfering behaviors, and strategize tailored teaching strategies for SAGE participants. Interns who co-lead these groups are required to attend the SAGE team meeting.

Internship Tracks

Psychology interns in all tracks will spend 80% of their time engaged in clinical activities. The remaining time will be spent in didactics, supervision, consultation team meetings. Individual clients and groups are primarily seen at our White Plains clinic, with the option to see clients once a week at our Upper East Side or Upper West Side offices.

Each of the tracks will be described below:

Clinical Psychology Track

2 Positions in the 2025-2026 Academic year

2 Positions expected in the 2026-2027 Academic year

Interns on the clinical psychology track participate in adherent training and supervision in comprehensive CBT and DBT for a broad range of disorders with children, adolescents, adults, couples, and families. Interns will also co-lead evidence-based CBT and DBT skills groups with licensed clinical staff.

Clinical psychology interns are expected to carry a caseload of 15-19 clients and co-lead 1-2 groups (1.5-2 hours) per week. Caseloads will include children, adolescents, and adults, with a primary focus on adolescents.

School-Clinical Psychology Track

3 positions in the 2024-2025 training year

2 positions anticipated for the 2026-2027 training year

The school-clinical psychology track was designed to provide adherent training in comprehensive CBT and DBT and prepare candidates to disseminate evidence-based mental health interventions in school settings. Interns in this track will spend the majority of their time in a clinical outpatient setting. Additionally, interns will spend several hours per week on average shadowing all stages of school-based DBT implementation, including school-based Universal Classroom and Comprehensive School-based DBT training and attending on-going school-based

consultation meetings. CBC currently has training and consultation partnerships with over 100 schools teams, giving interns experience with a wide variety of school structures and cultures. Further information about each aspect of the track is described below:

Clinic-based

School-clinical interns will carry an average outpatient caseload of 12-15 clients and lead 1-2 groups per week. Caseloads will include children, adolescents, and adults, with a primary focus on adolescents. Interns will receive approximately 5 hours of individual and group supervision per week, and attend weekly consultation teams, didactic seminars, disorder-specific case conferences, and grand rounds. As part of their individual client caseloads, they will conduct multimodal assessments, diagnostic interviews, and ongoing behavioral assessments as appropriate. Interns will also consult to and collaborate with families, school personnel and adjunct providers (e.g., psychiatrists, pediatricians) as needed.

School-based Training and Consultation Activities

Interns will shadow and eventually co-facilitate 6-10 full-day school-based trainings throughout the year. These will include our Comprehensive DBT (Tier 2 and 3) and/or Universal Classroom DBT (e.g., DBT STEPS-A; Tier 1) programming. Additionally, interns will spend 1-2 hours per week consulting to school-based teams to facilitate the implementation of Comprehensive and Universal Classroom DBT.

Supervision

Internship supervisors have a wide scope of expertise and function as a supervisory team to provide the best supervisory experience possible. Interns are matched with a supervisory team to compliment their strengths, growth edges, and training goals. All supervisors are appropriately credentialed in New York State, the jurisdiction in which the internship is located. The supervision model follows an integration of the CBT and Integrative Developmental Models of supervision.

Primary Supervisors

Interns are assigned two licensed clinical psychologists as their primary supervisors. Interns meet with both of their primary supervisors for one hour each week. Primary supervisors are paired to cover the breadth of each intern's caseload and typically serve in the same clinical programs (e.g. SAGE, PCIT, CAARD) as their supervisees. In addition to overseeing cases during weekly supervision, supervisors sign off on interns' notes and discuss the intern's clinical work during monthly supervisor meetings.

Group Leadership Supervision

Interns co-lead groups with licensed clinical staff which allows for direct observation of their clinical work. Licensed group co-leaders sign all group notes and meet with interns for 20-30 minutes per week to prepare group content and provide feedback on previous groups.

Consultation Team Group Supervision

Interns are exposed to all members of the supervisory team through regular Weekly DBT Consultation Team (2 hours) and Biweekly CBT Consultation Team (1 hour) meetings. These meetings give interns access to supervisors other than their core supervisor, which provides both knowledge and an exposure to a breadth of expertise and clinical styles. Interns are expected to participate as full consultation team members and to provide consultation to other members of the clinical team as well. This experience strengthens interns' skills in consultation to prepare them to provide guidance as supervisors and consultants in the future. Supervisory staff offer space and support in this foundational skill for clinical psychologists.

Additional Supervision and Support

CBC maintains an Open Door Policy to provide support to interns who may need more urgent clinical support including but not limited to risk. Interns may receive additional supervision from a postdoctoral fellow participating in our Supervision of Supervision (Sup of Sup) program given their needs and expertise.

School-Clinical Psychology Interns Support

- Biweekly School Consultation Team led by the Director of School Consultation
- Group supervision with a licensed psychologist focused on multi-tiered school-based consultation and culturally-responsive training and intervention

Supervisory Team

- [Lata K. McGinn, Ph.D.](#), *Co-Founder*
- [Alec L. Miller, Psy.D.](#), *Co-Founder*
- [Kelly Graling, Ph.D.](#), *Clinical Director*
- [Amy Walker, Ph.D.](#), *Assistant Clinical Director*
- [Chad Brice, Ph.D.](#), *Senior Director of Training*
- [Christopher Senior, Ph.D.](#), *Assistant Director of Training*
- [Rachel Busman, Psy.D., ABPP](#), *Senior Director of Child & Adolescent Anxiety and Related Disorders Program*
- [Minu Thomas, Psy.D.](#), *Director of Consultation Services*
- [Deborah Kanter, Ph.D.](#), *Director of Group Programming*
- [Brittney Fallucca, Ph.D.](#), *Director of Neuropsychological Assessment*
- [Amanda Strano, Psy.D.](#), *Director of PCIT Program*

- [Megan Sommer, Psy.D.](#), *Coordinator of QI, Clinical Assessment, and Program Evaluation*
- [Alison Manning, Psy.D.](#), *Coordinator of SAGE Program*
- [Allison Rumelt, Psy.D.](#)
- [Meredith Seewald, Psy.D.](#)

Evaluation

Supervisors provide formal written evaluations of interns twice during the training year, a mid-year evaluation and a final evaluation. These evaluations are shared directly with the intern and the training team as a whole. In addition to the direct supervisor, the Director of Training meets with interns to provide summative feedback and to create a collaborative plan for intern training objectives identified in the evaluation process.

To ensure that intern training goals are adequately supported, interns evaluate their supervisors concurrently with their own evaluations. Out of respect for the power differential, these evaluations are not shared with direct supervisors, but with the director of training to address any concerns interns have with their supervisors. In the case of interns supervised by the director of training, their intern evaluations are shared with the co-founders, or clinic directors for review and remediation if necessary.

Didactics and Training

Our comprehensive training experience has multiple components that frontload CBT and DBT skills with two 40-hour trainings and have multiple didactic opportunities throughout the training year. Outlined below are the categorical didactic offerings throughout the training year.

Foundational Trainings

The CBT Comprehensive and DBT Foundational Trainings are mandatory for trainees and provide interns with foundational skills to be successful providing a breadth of evidence-based interventions. The Trauma and Prolonged Exposure Training is optional for interns, but most choose to attend. All of these trainings are Continuing Education (CE) credit bearing for licensed providers in New York State.

Dates	Times	Topic
July 8, 10, 14, 15, and 17	9:00 - 5:00 (8:30 registration Day 1)	CBT Comprehensive Training with Lata McGinn, Ph.D.
September 3, 5, 8, 9 and 11	9:00 - 5:00 (8:30 registration Day 1)	DBT Foundational Training with Alec Miller, Psy.D.
January 7, 8, 12 and 13	9:00-2:00	Trauma and Prolonged Exposure Training with Lata McGinn, Ph.D.

Weekly Didactic Series

Our weekly didactic series serves as a survey course in specific topics related to evidence-based care. This series is responsively created to meet the specific needs of each training class based on intern Needs Assessments. Below is a list of the proposed topics for the upcoming training year based on the needs and didactics of the 2024-2025 class. These topics may be subject to change based on the needs of our incoming class.

Is this Youth at Risk for Suicide? Assessing Evidence-Based Risk and Protective Factors Alec Miller, Psy.D.
Culturally Responsive Care - Intro and Overview Chris Senior, Ph.D. and Minu Thomas, Psy.D.
Organizational Skills and Tips for Working at CBC - Deborah Kanter, Ph.D.
What does a DBT session look like: Using the ACI - Chad Brice, Ph.D.
CBT Consultation using the Cognitive Therapy Rating Scale (series) Lata McGinn, Ph.D.
Culturally Responsive Care - Identity and Strengths-based Assessment Chris Senior, Ph.D.
DBT-C: Skills and Strategies Amy Walker, Ph.D.
DBT-C: Movement, Speed and Flow with Families Amy Walker, Ph.D.
SPACE Training Amy Walker, Ph.D.
Revolving door technique: Managing conflict in emotional family sessions Chad Brice, Ph.D.
Culturally Responsive Care - Identity and Privilege Minu Thomas, Psy.D.
Culturally Responsive Care - Case Formulation Christopher Senior, Ph.D.
Executive functioning coaching Brooke Catanzaro, Psy.D.
Special Ed Laws/Rights Overview, participating in IEP and 504 meetings, helping students transition to college with services Brittney Fallucca, Ph.D.

PCIT Overview and Practice Amanda Strano, Psy.D.
Advanced topics in SPACE Amy Walker, Ph.D.
Culturally Responsive Care - Intervention Strategies Christopher Senior, Ph.D.
DBT Consultation in Schools Minu Thomas, Psy.D.
Neuropsych evaluations: Implications and Guidance for Therapeutic Support Brooke Catanzaro, Psy.D.
Social Anxiety Groups: best practices Chad Brice, Ph.D.
TF-CBT Amy Walker, Ph.D.
Culturally Responsive Care - Rupture and Repair Christopher Senior, Ph.D.
Helping students with educational accommodations transition to college Brittney Falluca, Ph.D.
PCIT for Selective Mutism Rachel Busman, Psy.D.
Gottman Marital Therapy Chad Brice, Ph.D.
Models of Consultation Minu Thomas, Psy.D.
Termination and Transfer guidance Kelly Graling, Ph.D.

DBT Homework Club

The DBT HW Club is a supplement to the DBT Foundational Training that provides ongoing learning and practice of specific DBT theory and strategies to complement DBT implementation. HW club topics include DBT-specific assessment, Pretreatment, Biosocial Theory, Life-worth-living Goals, Target Hierarchy, Diary Cards, Stylistic Strategies: Validation and Irreverence, Commitment Building, Phone Coaching, Therapy Interfering Behaviors, Secondary Targets, Managing Burnout, Using Consultation Team, Chain and Solution Analyses, Radical Acceptance, and Adherence Coding.

The DBT Homework Club adheres to a structured curriculum encompassing designated readings and inter-session assignments. Instructors assess and deliver weekly feedback on submitted assignments. The program culminates in a case presentation by each member of the Homework

Club, including trainees from other training tracks such as postdoctoral fellows. All DBT clinicians are invited to attend these presentations to provide feedback and consultative input to the interns.

Grand Rounds and Continuing Education (CE) Talks

CBC hosts monthly Grand Rounds speakers who are experts in psychology and related fields which interns attend along with all clinical staff. Additional invited speakers may be scheduled more frequently in order to respond to needs of the CBC client population or advances in the field.

CBC clinical staff also provide CE talks for outside providers throughout the training year. Interns are always invited to attend these talks.

Recent Grand Rounds have included:

Camillo Ortiz, Ph.D., *Independence-Focused Therapy: Treating child and adolescent anxiety with "Mega-doses" of independence.*

Lars Mehlum, MD, Ph.D., *Skills and Emotion Regulation as Keys to Lasting Change After DBT for Self-Harm and Suicide Prevention.*

Colleen Carney, Ph.D., *Why Sleep Hygiene Doesn't Work: Evidence-Informed Approaches to Comorbid Insomnias.*

Lynn McFarr, Ph.D., *Treating Chronic Depression using Cognitive Behavioral Analysis System of Psychotherapy (CBASP).*

Amy Della Rocca, Sr. PMHNP., *SPRAVATO and Marpa Minds: New Treatment, Better Access.*

Liya Levanda, PsyD., *Antisemitism: What Mental Health Professionals Need to Know.*

Lubna Somjee, PhD., *"Understanding the Muslim experience in the U.S, and Culturally Responsive Psychotherapy"*

Benefits

The internship stipend is \$41,000. Benefits begin after the first month of employment.

Paid Time Off

- 20 Vacation Days
 - 3 Conference Days: upon Supervisor's approval
- Total Days: 23 Days

Paid Holidays

- New Year's Day
 - Memorial Day
 - Independence Day
 - Labor Day
 - Thanksgiving
 - Day After Thanksgiving
 - Christmas
 - Floating Cultural Holiday
- Total Days: 8 Days

Paid Sick and Safe Leave

- 5 Sick Days

Other benefits include:

- Health Insurance and Dental Insurance: CBC covers 100% of the costs for Teledoc services, along with one health insurance plan, dental plan, and vision plan— all provided at no cost to employees at the employee-only level.
- Basic Life/AD&D Benefits (CBC Covers 100% of the premium, and eligibility is available the first of the month following employment)
- Flexible Spending Account (Eligible to participate after the completion of 30 days of employment)
- 401K/Profit Sharing Plan (Eligible to participate after the completion of six months of continuous employment, up to 3.5% matching)

Due Process and Grievance Policy for Interns

The purpose of this policy is to establish clear, consistent, and transparent procedures for addressing concerns, grievances, and appeals raised by psychology interns after they have been accepted into the CBC training program. This policy ensures that interns have access to fair and structured processes for addressing any performance-related concerns, remediation, grievances, or appeals while they participate in the program.

Due Process Procedures for Interns

1. Reasons for Deviation from Standard Training Practices

Interns may deviate from standard training practices for several reasons, including but not limited to:

- Performance concerns (clinical, academic, or professional)
- Health-related issues, including ADA accommodations
- Personal or family-related matters
- Other circumstances affecting the intern's ability to meet program expectations

2. First Level of Notice to the Intern

- **Informal Discussion:** If a concern arises regarding an intern's performance, the first step will be an informal discussion between the intern and their supervisor. During this discussion, the nature of the concern will be outlined, expectations will be clarified, and any potential accommodations or solutions will be explored.
- **Notice:** Following the discussion, the supervisor will provide written documentation to the intern outlining the concern, expectations, and potential next steps.

3. Next Steps (Remediation Plan)

- **Creation of Remediation Plan:** If informal discussions do not resolve the concern, a formal remediation plan will be created. The remediation plan will be developed by the supervisor, training director, and may include a committee (same as hiring committee), as necessary.
- **Review Process:** The remediation plan will be reviewed periodically (e.g., monthly) to assess the intern's progress. The intern's progress will be documented.
- **Graduate Program Notification:** The intern's graduate program will be notified, where appropriate, to ensure they are aware of the intern's status and any support needed.
- **Exiting Remediation:** If the remediation plan is successfully completed, the intern will exit the plan and continue with the standard training process.

4. Next Step if Remediation Plan is Not Working

If the remediation plan is not successful within the established time frame, further actions will be considered, including placing the intern on probation or terminating the intern's participation in the program. A committee, including the training director, will review the situation and make a decision regarding the next steps.

5. Probation Plan

- **Probation Determination:** If necessary, the intern may be placed on probation. This decision will be made by the supervisor, training director, and possibly a committee.
- **Time Frames for Probation:** The probation period will typically last between 30 and 90 days. A reevaluation will occur at the end of the probation period.
- **Documentation:** The intern's progress during probation will be documented, and periodic meetings with the intern will be scheduled to review their progress.
- **Completion of Probation:** If probation is successfully completed, the intern will return to the standard program. If probation is unsuccessful, termination may be considered.

6. **Termination from the Program**

- **Termination Determination:** Termination from the program may be considered if the intern fails to meet program expectations or continues to demonstrate performance concerns after remediation and probation. The decision will be made by the supervisor, training director, and/or a committee.
- **Reasons for Termination:** Reasons for termination may include failure to meet performance standards, violation of program policies, or other significant concerns.
- **Graduate Program Notification:** The graduate program will be notified in writing if an intern is being terminated.
- **Documentation and Credit:** The intern will need to complete all required documentation (e.g., patient paperwork) before termination. The intern will not receive credit for training hours completed after the point of termination.
- **Exit Process:** A formal exit meeting will take place, during which the intern will receive feedback and documentation related to the termination.

7. **Conflict of Interest**

In cases where the training director is involved in the conflict of interest, a neutral third party (e.g., senior administrator or HR representative) will take the lead in the due process and grievance procedure.

8. **Human Resources Involvement**

- HR will be involved if there are concerns about non-compliance with policies, ethical violations, or if conflicts of interest arise. HR will ensure that due process is followed and will intervene as necessary to help resolve any issues.

Appeals Process

1. **Appealing Decisions**

- **Right to Appeal:** Interns have the right to appeal any decision made during the due process or grievance procedures.
- **How to Appeal:** Appeals must be submitted in writing within 10 business days of the decision being made. The appeal should be directed to the training director or another designated committee member if a conflict of interest exists

- **Time Frame for Appeal Decision:** A decision on the appeal will be made within 10 business days. The intern will be informed of the decision in writing.
 - **Further Appeals:** If the intern disagrees with the outcome of the appeal, they may appeal the decision to a higher authority within the organization, such as the Executive Director or a committee. The final decision on the appeal will be made within 10 business days.
2. **Conflict of Interest in Appeals**
 In the case of a conflict of interest (e.g., if the training director is involved), the appeal will be handled by an independent third party, such as an HR representative, Executive Director or senior administrator.

Grievance Procedures

1. What Can Be Grieved?

Interns have the right to file a grievance about any element of the training program, including:

- Program policies and practices
- Supervision or evaluation processes
- ADA accommodations or other access issues
- Discrimination or harassment concerns
- Other matters impacting the intern's experience in the program

2. Encouraging Informal Resolution

Interns are encouraged to resolve grievances informally by first discussing the issue with their supervisor or training director.

3. Formal Grievance Process

- **Filing a Grievance:** If the issue is not resolved informally, the intern may file a formal grievance in writing.
- **Time Frame:** Grievances should be filed within 15 business days of the incident.
- **Response Time:** The grievance will be reviewed and a decision made within 15 business days. The intern will be informed of the decision in writing.

4. Further Action if Grievance is Not Resolved

If the intern disagrees with the grievance decision, they may appeal the decision through the appeals process outlined above.

5. Final Decision Maker

The final decision maker for grievances will depend on the nature of the grievance. The training director, a senior administrator, or a committee will make the final decision.

6. Human Resources Involvement

HR will become involved in the grievance process if the grievance involves legal or ethical violations or conflicts of interest. HR will ensure that the grievance process is being followed appropriately and intervene if needed.