

**North Carolina  
Department of Adult Correction  
Behavioral Health Services**

**Doctoral Internship  
in  
Health Services Psychology**

**Internship Handbook**

**2024/2025**

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## Philosophy and Model of Training

The North Carolina Department of Adult Correction (NCDAC), Behavioral Health Services Doctoral Internship in Health Services Psychology espouses a philosophy and model of training that places the intern into the role of a **practitioner-scholar** who is trained to develop experiential skills within a scholarly framework. The internship program strives to reinforce the dynamic interchange between practice and scholarship. The substantive area of professional psychology represented is that of applied psychology in the criminal-justice system. Correctional settings operate within a legal and political landscape in which psychology professionals are frequently called upon to account for their methods and procedures. Psychology staff must and do value the importance of remaining current in empirical and scientific knowledge relevant to this setting with its attending psycho-legal issues. Interns have already received extensive training in graduate school in the empirical and theoretical bases of applied psychological procedures. Part of the goal of the internship is for interns to see how these bases are applied in this setting. Our goal is to prepare the intern to deliver psychological services that account for the individual, cultural, socioeconomic, and societal considerations of a target population of underserved clients with a broad range of mental health needs. This goal is consistent with the Mission Statement of the NCDAC that states:

“The mission of the North Carolina Department of Adult Correction is to promote public safety by the administration of a fair and humane system which provides reasonable opportunities for adjudicated offenders to develop progressively responsible behavior.”

The professional psychologists within NCDAC fulfill the above stated missions by providing legally mandated healthcare services to those clients who need mental health and offense-related treatment.

### *Sequential Professional Development*

Consistent with the interns’ development from students to practitioner-scholars, the internship program assists them in gaining the experience and skills needed to achieve proficiency for entry into the professional practice of psychology. The interns are provided an opportunity to test their skills and refine their theoretical orientation within a supervised training environment while developing their own professional identity. Initially, training is intended to have them observe and model professional behavior. Then as the year progresses, they are afforded increasing degrees of autonomy as their decision-making skills and levels of professional comfort increase.

### *Ethics*

Sound ethical reasoning is a complex skill necessary for provision of services to clients within the criminal-justice system. The internship provides exposure to a variety of psycho-legal issues, such as privacy, federal and state laws related to treatment of clients, specific laws related to sexual offending, duty to warn, confidentiality of Protected Health Information, competency, and right to treatment. Interns will be challenged to balance the clients’ right to privacy with the correctional organizations’ need to know about dangerous behavior. Interns are presented with opportunities to learn more about court testimony, the psychologist’s role as expert witness, and

how to provide useful and effective testimony. Interns become familiar with the laws of the State of North Carolina and the Mental Health Statutes as they relate to appropriate treatment, confidentiality, and involuntary commitment. The correctional setting is a microcosm of the issues found in contemporary professional practice.

### **Program Administration**

Primary responsibility for day-to-day functioning of the program rests with the Training Director who is located at the Randall Building in Raleigh, NC. The Training Director reports to the Director of Behavioral Health, who subsequently reports to the Director of Health and Wellness. Planning, monitoring, and routine decision-making are generally handled by the Training Director, often in consultation with the Directors, the Site Supervisors, and the Intern Faculty.

Interns have input into decision-making about many aspects of the program. Each quarter Interns provide feedback on the quality of experiences and supervision they receive by completing the Program Evaluation form. Suggestions for changes and improvements can be made in this format. Throughout the year, Interns participate in Behavioral Health Staff Meetings and are encouraged to share internship-related issues of interest to this group. Interns also meet for group supervision weekly (and individual supervision monthly) with the Training Director and are encouraged to address any concerns at that time.

### **Objectives**

There are long-term and short-term objectives for the internship program. Completion of the internship requires 2000 hours of supervised experience (see “*Work Hours and Leave*” section below for additional information). The expected number of hours of clinical contact per week is 20. The long-term outcome expectations are that those interns who complete the internship will achieve proficiency to function autonomously in a correctional, or another professional setting. Our expectation is that they will complete their doctoral degrees, obtain professional licensure, and find appropriate employment.

Within the NCDAC, interns are acculturated into the roles of professional psychologists who work in a public sector, correctional setting with under-served, adult clients who may often be mentally ill or in need of mental health treatment. They may be in crisis or in special populations such as individuals who have committed sexual offenses or those dually diagnosed with addiction and mental illness. The presenting complaints, age, ethnicity, socioeconomic background, language skills, and education levels of our clients are very diverse. The internship strives to reinforce the need for professional psychologists to provide quality services to such under-served individuals and to appreciate the diversity of life experiences they represent. The roles of psychologists include interdisciplinary mental health team member, provider of direct services including assessment and intervention, consultant, supervisor, and provider/participant in continuing professional education. Acculturation occurs in a training atmosphere of modeling, collaborative interaction, and progressively autonomous practice in which the intern joins the inpatient, outpatient, or residential treatment team as an intern for the duration of that site rotation.

Our internship is dedicated to polishing an intern's skill in psychological assessment, since psychologists are virtually the sole providers of this area of mental health service. To accomplish this, the intern completes at least four psychological evaluations with full test batteries. A complete assessment consists of clinical interview(s), record review, relevant psychological testing, and/or third-party interviews. These will be reviewed by the Site Supervisor. The intern shares results of the evaluation with the client and others as indicated. Interns evaluate a variety of clients of various ages and with various cultural backgrounds. Evaluation reports will be closely reviewed by the Site Supervisor(s) for growth and development toward proficiency in diagnostic interviewing, test administration and interpretation, formulation of case conceptualization, use of an appropriate DSM-5 diagnoses, and writing an integrated report that describes the client.

We expect our interns to acquire knowledge and develop competencies within the internship year. The section that follows outlines the general competency expectations for all interns.

### **Profession-Wide Competencies**

#### **1. Research**

- a. Intern demonstrates knowledge of essential scientific basis for psychological assessment and intervention.
- b. Intern engages in program evaluation, empirical research, or program development.
- c. Intern demonstrates the use of readings or self-study to influence interventions, enhance the delivery of psychological services, and/or independently shares knowledge with other staff or relevant parties.
- d. Intern demonstrates the ability to teach or present scholarly information. The intern provides scholarly information in a clear and informative format and responds professionally to questions regarding shared information.

#### **2. Ethical & Legal Standards**

- a. Intern demonstrates knowledge of the current version of the APA Ethical Principles of Psychologists and Code of Conduct.
- b. Intern demonstrates knowledge of the relevant laws, regulations, rules, policies, and professional standards & guidelines governing the practice of psychology at all levels.
- c. Intern is able to recognize ethical dilemmas and apply an ethical decision-making process for a resolution.
- d. Intern conducts her/himself in an ethical manner in all professional activities.

#### **3. Individual & Cultural Diversity**

- a. Intern demonstrates awareness of how their own personal and cultural history, attitudes, and biases may impact how they understand and interact with people different from themselves.
- b. Intern demonstrates knowledge of the current theoretical and empirical knowledge base in addressing diversity in clinical training activities.
- c. Intern considers cultural, individual, and contextual variables in their understanding of case formulation, psychopathology, and DSM diagnosis.
- d. Intern demonstrates ability to apply relevant knowledge related to working effectively with diverse individuals and groups.

- e. Intern demonstrates ability to work with individuals whose group membership, demographic characteristics, or worldviews are different from or create conflict with their own.

#### **4. Professional Values, Attitudes, & Behaviors**

- a. Intern demonstrates behaviors reflecting the values and attitudes of psychology (e.g. integrity, deportment, professionalism, accountability, lifelong learning, and concern for the welfare of others).
- b. Intern demonstrates self-reflection regarding personal and professional functioning.
- c. Intern engages in activities to maintain and improve performance, well-being, and professional effectiveness.
- d. Intern seeks out, and demonstrates openness and responsiveness to, feedback and supervision.
- e. Intern responds professionally and with an appropriate level of independence in increasingly complex situations.

#### **5. Communications & Interpersonal Skills**

- a. Intern develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, and clients/patients.
- b. Intern is able to communicate verbally in an appropriately clear, informed, integrated, and effective manner.
- c. Intern's written communication is appropriately clear, informed, integrated, and effective.
- d. Intern demonstrates an appropriate grasp of professional language and concepts.
- e. Intern demonstrates effective interpersonal skills and the appropriate skill in managing difficult communications.

#### **6. Assessment**

- a. Intern demonstrates knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- b. Intern demonstrates awareness and understanding of human behavior within its context (e.g., family, social, societal and cultural).
- c. Intern applies knowledge of functional and dysfunctional behaviors, cultural, individual, and contextual variables to the assessment and diagnostic process.
- d. Intern selects and applies appropriate assessment methods, using multiple sources and methods appropriate to the referral question and characteristics of the client/patient.
- e. Intern demonstrates the ability to accurately administer and score psychological measures.
- f. Intern interprets assessment results accurately while guarding against decision making biases.
- g. Intern accurately and effectively communicates the findings and implications of assessments, both verbally and in writing.

## **7. Intervention**

- a. Intern establishes and maintains effective working relationships with clients/patients.
- b. Intern's case conceptualizations are informed by the relevant theoretical and empirical knowledge-base and clinical data (e.g., history, self-report, assessment measures, clinical records, etc.).
- c. Intern develops evidence-based treatment plans that address service delivery goals.
- d. Intern demonstrates ability to implement interventions that are informed by current scientific literature and assessment findings.
- e. Intern demonstrates ability to implement interventions that are informed by the client's/patient's needs, expectations, goals, and progress, as well as cultural, individual, and contextual variables.
- f. Intern evaluates intervention effectiveness and adapts intervention goals/methods based on outcomes.

## **8. Supervision**

- a. Intern demonstrates awareness of supervision models and practices.
- b. Intern is prepared for and makes appropriate use of supervision.
- c. Intern develops and maintains positive working relationship with supervisor(s).
- d. Intern applies knowledge of supervision in direct or simulated supervisory practice with peers or other health professionals.
- e. Intern applies the supervisory skill of observing in direct or simulated practice.
- f. Intern applies the supervisory skill of evaluating in direct or simulated practice.
- g. Intern applies the supervisory skills of giving guidance and feedback in direct or simulated practice.

## **9. Consultation & Interprofessional/Interdisciplinary Skills**

- a. Intern demonstrates understanding and respect for the roles and perspectives of other professionals.
- b. Intern demonstrates awareness of consultation models and practices.
- c. Intern makes appropriate use of consultation to increase knowledge and to improve effectiveness in provision of clinical activities.
- d. Intern provides effective consultation to individuals, groups, systems, or other health care professionals related to health and behavior.

### **Didactics and Discussion Groups**

The NCDAC Doctoral Internship in Health Services Psychology provides a scholarly course of weekly, didactic training as scheduled by the Internship Training Director. This training begins with an intensive orientation for the NCDAC interns that explains the role of psychologists within the corrections system as they participate in orientation required of all new employees. Then, the didactic seminars begin, which are taught by Behavioral Health staff and other professionals from the community. The 2-hour, weekly seminars provide knowledge of the skills, laws, ethical codes, professional standards, and instruments and interventions needed to work with the mentally ill in the criminal justice system. It then moves on to the psychopathology and personality disorders typically found in a mentally ill client population,



such as psychoses, disruptive personality, and attachment disorders. Next, it sequences through the unique clinical issues presented by this population such as co-occurring disorders and the psychopathic client. Training on individual and cultural diversity includes discussion of minority cultures, as ethnic minorities are over-represented in prisons. Interns are also trained on an array of diversity topics, including working with LGBTQIA+ clients, geriatric populations, and understanding the potential impact of religious beliefs on therapeutic intervention, all of which are relevant to a correctional and community population. Training includes a focus on the assessment and treatment of violent offenders, who make up a large portion of the prison population. The internship program also provides special topics and other conference training.

Discussion groups are also held weekly, with senior faculty members leading discussions on leadership and supervision, multiculturalism, and ethical/legal/policy matters. Assigned readings are often the stimulus for discussion, as well as intern led presentations and projects.

Time is also made available for interns to engage in independent study and research. This can include working on one's dissertation, attending a CE workshop, reviewing the scientific literature, or developing a new research project.

## **Supervision**

### *The Internship Training Director*

The Training Director is a licensed doctoral-level psychologist who is the administrative supervisor for interns and maintains primary responsibility for the Internship Program. The Training Director is responsible for intern selection, evaluation of the Internship Program and its training goals, evaluation of each Intern's training goals in collaboration with site supervisors, and the maintenance of training records and documents. The Training Director works closely with the Site Supervisors, the Director of Behavioral Health, executive management staff, and facility administrators (i.e. Wardens or Superintendents) to ensure the planning, coordination, and implementation of the Internship Program meshes well with the operations of the facilities that represent training sites.

### *Individual Supervision*

Individual supervision is provided at a minimum of two hours per week, and a total of four hours of weekly group supervision is provided, for a total of six hours per week. Providing supervision and training in the profession of psychology is a critical component of the NCDAC Doctoral Internship Program. Supervision guides the interns' professional development and enhances their philosophy and practice.

### *Supervision Contract*

Following their orientation to supervision, each supervisor will review the Supervision Contract with their intern. Each will sign and date the form. The supervisor will keep a copy, give a copy to the intern, and send a copy to the Internship Training Director.

### *Standards of Supervisory Practice*

Supervisors are ethically and legally responsible for the work and professional conduct of their intern-supervisees. Supervisors will uphold and model standards and practices consistent with the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association (2017) as well as other applicable standards (e.g., from North Carolina Psychology Practice Act; Title 21, Chapter 54 of the North Carolina Administrative Code (21 NCAC 54) as they apply to psychologists and interns. In addition, they and their intern supervisees will abide by the NCDAC's applicable work rules, codes, and directives. The intern supervisor will provide supervision within the framework of these recognized professional and ethical licensing standards and guidelines for psychologists, as well as the work rules and policies of the NCDAC. These standards include, but are not exclusive to, due process, informed consent, documentation, avoiding dual relationships, harassment, sexual exploitation or abuse, competence, consultation, confidentiality, duty to warn and program and intern evaluation.

### *Supervisor Qualifications*

We are in an age in which supervisors are held vicariously and legally liable for the professional activities of their supervisees. The *Tarasoff* decision is a sentinel case in point, in which both the therapist and the supervisor were found negligent and liable. Therefore, it is in the best interest of the supervisor, intern, and the NCDAC that the highest quality of supervision be provided. It is therefore essential that NCDAC's supervisors uphold and model the highest ethical and practice standards from which the psychology interns may draw from in their future careers.

The intern supervisors will be North Carolina-licensed, doctoral-level psychologists in good standing and, in compliance with current licensing standards, employed in our agency for at least one year and qualified to provide the supervisory oversight in the specific areas in which they provide supervision. If an intern has a training need outside the individual supervisor's areas of competence, other arrangements must be made with additional qualified on-site psychology staff. Training records will be maintained by both the supervisor and the Training Director.

### *Site Supervisor's Responsibilities*

The Site Supervisors will be responsible for arranging orientation training for the interns at their site, including appropriate tours, administrative and staff notifications and introductions, and essential security procedures and responsibilities.

Interns will be provided office space and all necessary equipment, assessment instruments and reference material to meet their clinical responsibilities.

Supervisors will ensure that interns are held to the same work hour and rule standards as other NCDAC staff and follow the appropriate department disciplinary processes should the need arise. A copy of department work rules and an explanation of the disciplinary processes will be provided to each intern during orientation.

The Site Supervisor, along with the intern, will be responsible for assessing the interns' clinical practice needs, setting their training and supervisory goals, overseeing the content and quality of their training, and ensuring compliance with professional and NCDAC standards, policies and procedures. They will design and supervise the intern's clinical experiences, taking the intern's skills and internship goals into consideration while making appropriate assessment and therapy assignments and providing organizational experiences. The supervisor must be sufficiently familiar with the intern's caseload so that intervention is possible in the event of an intern's absence or a crisis.

The intern supervisor will be responsible for providing the intern with on-site access to other Psychological Services' staff in the event of the supervisor's absence. It is not appropriate for an intern to be on-site without any available licensed staff. It should be remembered, however, that the supervisor is ultimately responsible for the intern's on-site activities.

The supervisor will be responsible for the evaluation of the intern's clinical work, progress in the intern's placement and the provision of appropriate feedback to the intern, other supervisors, and the Internship Training Director.

Supervisors will provide supervision in compliance with applicable professional, ethical and license practice standards. The supervisor is responsible for ensuring compliance with professional and NCDAC's standards, policies and procedures. This may include (but is not limited to) helping the intern to learn how to document explanation of the limits of confidentiality within NCDAC, obtain informed consent, obtain authorization to audio or video record sessions for supervisory purposes, obtain releases of "Personal Health Information," gain authorization for collateral contacts, and gather assessment and diagnostic information from outside sources. These standards also include writing and explaining treatment plans, writing progress notes, assessing client progress, consulting with health and non-health professionals, and writing a termination summary, should on-going services be interrupted by a change in site assignment or the offender's release into the community. The limits of confidentiality within NCDAC - as well as outside NCDAC - should also be made clear.

Supervisors will inform interns about the supervisor's theory of supervision, the areas of their supervisor's competence, the supervisory and evaluation process, the criteria used to evaluate the intern's performance and successful completion of their rotation. This includes information about how the intern's practices will be observed (e.g., audio, video and direct), what their responsibilities are, and the guidelines used to assess their competence. Interns will also be provided and informed about schedules for supervision, limits of confidentiality within the supervisory process, and the due-process resolution of intern/supervisor conflicts.

### *Supervisory Documentation*

Interns are responsible for maintaining systematic documentation of their experiences, dates of supervisory meetings, topics discussed, supervisory direction, and feedback to the intern. This is maintained in the *Supervision Log*, which is attested to and signed off by the supervisor at the end of each month. Copies are submitted monthly to the Training Director for record keeping.

### *Group Supervision*

Group supervision is provided by the Internship Training Director, which serves several functions. It provides weekly contact with the Training Director who can address general administrative concerns and keep a finger on the pulse of what is happening with interns and the internship process. Group supervision provides a meeting forum where interns can exchange views and experiences, as well as build their peer relationships. It also serves as a group experience that can foster professional growth and development.

### **Intern Evaluations**

Site Supervisors rate the interns every three months (at the end of the rotation), or more often if necessary. Using the *Supervisor's Evaluation of Intern*, supervisors rate progress in each of the Profession-Wide Competency areas described above. This document is reviewed and signed by the supervisor and intern and a copy is forwarded to the Training Director. Additionally, interns are given timely and written notification of any problems that occur as well as opportunities to discuss problems with the Site Supervisor and the Training Director.

### *Evaluation Ratings*

Interns' readiness for entry-level practice is formally evaluated at the end of each three-month rotation using the Intern Evaluation form. The evaluation form includes a 5-point rating scale for each competency with behaviorally-anchored benchmarks. Interns are given timely and written notification of any problems that occur as well as opportunities to discuss problems with the Site Supervisor and the Training Director.

Interns are evaluated across each competency area using the rating scale below:

**5= Proficient: The intern has a well-established competence in the element being evaluated.**

The use of the element is consistently incorporated into the intern's work as an emerging psychologist and is evident in their daily professional practice. Intern is able to reflect on their experience of the element and knows when to consult. The intern functions in this element at a level that could allow them to work independently. This level characterizes the competency of an experienced post-doctoral resident.

**4= Competent: The intern demonstrates competence in the element and frequently applies it in their work without need for assistance.**

The use of the element is frequently demonstrated in the intern's work in a broad range of clinical and professional activities. They generalize skills and knowledge to new situations and exhibit awareness of need for additional assistance (e.g., training, supervision, consultation). Supervision focuses on further refining and developing advanced performance of this element. Intern is ready for post-internship supervised experience.

**3= Maturing Competence: The intern is aware of the element and can utilize this awareness to inform their work in the internship setting, though the intern may still need assistance to regularly use the element.**

Ongoing supervision and monitoring is focused on continued advancement, integration, and consistency. Intern is nearing readiness for post-doctoral supervised experience and will need further attention on this element to be able to function completely independently.

**2= Emerging Competence: The intern has a basic foundation in the element and moves toward acquiring competence in it.**

The intern may have cognitive understanding or experiential skill with the element, but those may not be well integrated. Significant supervision and monitoring are required to support the skill. While a formal remediation plan is not necessary, steps will be taken to provide additional assistance in developing skill in this element.

**1= Insufficient Competence: The intern does not understand or is unable to effectively demonstrate the element.**

The intern does not understand the element, is unable to effectively demonstrate the element, or the intern exhibits behaviors indicating lack of readiness for the work that will be required in the internship setting. A doctoral intern evaluated at this level will require immediate augmented supervision or structured training opportunities. No confidence in ability to function independently at this time. This level of competency prompts the development of a formal remediation plan.

**N/O= Not Observable/Applicable**

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The individual Site Supervisors complete the evaluations. The Internship Training Director provides feedback that may be incorporated into the evaluation. The evaluations are reviewed and signed by both supervisor and the intern. These are provided to the Training Director, who also discusses with the interns their progress and areas of continued growth. Communication between the Site Supervisors and Training Director is ongoing, but also takes place at that time. Copies of interns' progress (i.e., their supervisor evaluations) are shared with their doctoral programs at the mid-year point and at the end of internship. Any additional evaluation requirements requested by the intern's school are completed upon request.

### **Program Evaluations**

Each intern completes written evaluations of the internship program, their individual supervisors, and the didactic trainings at the end of each trimester. Interns are encouraged to be candid with their input regarding areas where supervisors might need to enhance their skills or adjust their supervision style. The evaluations are submitted to the Training Director and this information is considered in evaluating the functioning of the internship program. Significant concerns about supervision within a specific program area or with a specific supervisor would be addressed to the relevant staff on an individual basis by the Training Director.

In addition to completing scheduled evaluations of the program and supervision, the intern is also encouraged to discuss any issues and concerns with the individual Site Supervisor or the Training Director as they emerge. Attempts will be made to negotiate and work out differences and conflicts so that the intern can focus on learning and developing proficiency as a professional psychologist. As described in the Due Process and Grievance Procedure policy, the intern also has a formal grievance process available.

Interns' evaluations of didactic trainings occur after each seminar. The information gathered from these reviews are summated by the Training Director and forwarded to the presenters. The feedback is also used in planning for future didactic offerings.

At the end of the training year, interns also engage in a group feedback session with the Training Director, providing an additional opportunity for them to share their thoughts for improving the program. Feedback is solicited about all aspects of the training program, such as the general work environment, supervision and didactic activities, training program coordination and leadership, etc.

Six months following completion of the internship, interns are sent a post-internship survey to complete. This allows interns an additional opportunity to provide feedback about the training and supervision they received. This information is used to make continued improvements to the training program.

## **Due Process Procedures**

### *Protections*

As temporary state employees, the interns are protected by law, policy, and directives under the state's Equal Employment Opportunity (EEO) initiatives. The State of North Carolina recognizes that an effective and efficient government requires the talents, skills, and abilities of all qualified individuals. The State supports a work environment that fosters respect and values all people regardless of their race, color, religion, sex, national origin, age, genetic information, or disability. The Office of State Human Resources leads the State's EEO efforts by developing programs and policies that promote equal employment opportunity, diversity, and fair and impartial treatment of all employees.

Interns are provided with a link (<https://oshr.nc.gov/state-employee-resources/diversity-inclusion>) to the internet resources related to the Equal Employment Opportunity (EEO) initiative and this Internship Handbook. These publications are reviewed with the interns during orientation week. These publications contain written policies and procedures regarding program requirements and performance expectations as well as continuation and termination from the program. They contain work rules and policies to which all North Carolina State employees must adhere. These documents also contain philosophies, policies, and procedures with respect to problem/conflict resolution and grievance resolution.

### *Informal/Formal Resolution of Minor Problems*

Most problems can be worked out informally between the intern and supervisor. This is done in the supervision process, informally and/or formally. This involves a process of feedback, discussion, and mutual problem solving. The first step is for the intern and supervisor to clarify and attempt to resolve the problem. Each party is respectful of the other and allows for a discussion of the concerns from the perspective of both. If the issue is concerning an individual not directly involved with the internship, they should use their judgment and try to resolve the problem informally, if it is not considered serious, and raise the concern during regular supervision time. Concerns regarding the treatment of inmates, no matter how trivial they may seem, should be discussed with a supervisor immediately.

If a supervisor perceives an Intern as having a deficiency in skills or performance, he or she should recommend corrective actions. Often, deficiencies are minor matters that can be addressed informally through regular supervision, extra reading or practice, or other training; however, more significant deficiencies in performance will be noted on the Intern's evaluation.

**Successful completion of the internship program requires that the intern obtain a rating of 4 or better by the final evaluation for each competency element.** If an intern receives a score of less than 3 on any training element during any of the first three quarterly evaluations, or if supervisors have reason to be concerned about the student's performance or progress, the program's Due Process procedures will be initiated, as described in the internship's Due Process and Grievance Procedure policy.

### *Formal Resolution of Significant Problems*

When a problem is seen as more serious, or if the first step does not resolve it, the Internship Director will be contacted. The Internship Training Director will meet with the intern and supervisor in order to clarify the issues and to allow both parties input. The Internship Training Director will serve as arbitrator and/or facilitator and seek a mutually satisfactory resolution. A documented remediation plan will then be developed and implemented by all parties. The Intern's signature on the remediation plan indicates that the remediation plan has been received, read, and understood. Failure to comply with this plan may be grounds for further action.

If pressing problems arise, or if an Intern fails to follow through on an already identified problem, it may not be appropriate to wait until the next formal evaluation to address the issue. A review of an Intern's performance may be undertaken at any time as a response to a request by:

- the Intern
- a supervisor
- other officials of the facility, division, or department
- or other training faculty members from the intern's university

In such instances the Internship Training Director has the responsibility of notifying the Intern in writing that a review of their performance will be conducted. The Intern will have an opportunity to provide pertinent information orally and in writing, within seven calendar days of the written

notification. The Training Director will also solicit pertinent information from all involved supervisory and facility staff, and through consultation with the Intern's graduate school. The Training Director is responsible for documenting the information collected. This will then be reviewed by the involved Staff members within seven calendar days, who will make recommendations to the Training Director. A meeting between the Training Director, intern, and all relevant parties will take place within seven calendar days, at which time the Training Director will choose one of the following actions:

- No further action will be taken.
- Increase monitoring
  - current and future supervisors will be advised to monitor the area of concern closely
- Remediation Plan
  - continue with existing plan with or without modifications
  - initiation of Remediation Plan
    - prepared by the Training Director, reviewed and signed by the Intern, and distributed to all relevant parties.
- Probation with remediation plan.
  - indicates that failure to improve performance would result in failure to complete the internship
  - requires that the Training Director state a period of time by which documented improvement must take place and specific steps involved in the plan for remediation.
  - intern asked to indicate awareness of this plan in writing, as well as the Director of the Intern's graduate training program.

In the event the Intern disagrees with the Training Director's determination to implement a remediation plan and/or to place the Intern on probation, s/he may appeal that decision to the Director of Behavioral Health.

- appeal must be
  - in writing,
  - clearly and specifically state the rationale for the appeal and any proposed alternative actions, and
  - be submitted within seven calendar days of the date the Intern received written notice of the proposed action.
- The Director of Behavioral Health will reply in writing within the ensuing seven calendar days, with a copy of the response/decision sent to the Intern's graduate training program. That decision is final.

If an Intern on probation fails to show significant improvement in performance, or whenever an Intern is found to have made substantial violations of ethical and professional codes or official policies, the following actions may be taken, again with proper documentation by program officials:



- Continuation of probation with further refinement of plans for remediation.
  - may be appealed to the Director of Behavioral Health in the manner outlined above.
- Suspension, restriction, or alteration of the Intern's clinical activities as required to ensure the delivery of appropriate services.
  - may be appealed to the Director of Behavioral Health in the manner outlined above.
- Determination that the Intern will not successfully complete the internship.
  - requires written agreement of the Director of Behavioral Health.
  - may be appealed by intern in writing to the Deputy Director of Health Services within seven calendar days of the Intern's receipt of written notice of the proposed action.
  - The Deputy Director of Health Services will respond in writing within seven calendar days of receipt of the appeal.
  - The Deputy Director of Health Services may consult other Executive Management Staff regarding the proposed action and response, but that response constitutes the agency's final decision.

*Decision to Immediately Terminate the Intern*

Instances of serious violation of ethical principles, codes of conduct, facility security, or departmental policy may result in immediate disciplinary actions up to and including dismissal (immediate termination) and may be beyond the scope of the training program or department.

**Grievance Procedures (Concerns raised by Interns):**

There are essentially three ways in which Intern concerns and wishes are made known (informal, formal, and the State's Equal Employment Office).

*Informal Grievance Resolution*

Interns may make requests or complaints to relevant staff. Interns meet with individual site supervisors several times per week and may raise issues directly with them. Interns also meet with the Training Director for group supervision weekly which provides an opportunity to discuss issues and concerns. The Training Director is also available by email and telephone at other times. In general, a potential problem or conflict should be discussed with the person involved before asking for intervention by other staff.

As noted above, interns provide written evaluations of the program and the supervision they are receiving, as well as rating seminars as a way for the Training Director to make any needed adjustments and be responsive to their training needs.

### *Formal Grievance Resolution*

As referenced previously in this handbook, Interns complete evaluations of the supervision they receive and the program as a whole. This is a formal and permanent way of raising issues of concern. These evaluations are reviewed by the Training Director. They are also available for examination by official program review agencies.

The Intern may also choose a formal direct resolution of the problem. The first step is to submit a written request to the staff member(s) involved in the matter, stating clearly and specifically the nature of the problem and the proposed resolution. The Intern must provide the Training Director a copy of this document, but the Training Director will generally not intervene until the Intern and other staff member have first attempted informal resolution. At the request of either the staff member or intern, the Training Director will intervene and meet with each party. If neither the staff member nor the Training Director resolve the issue in a satisfactory and timely manner, then the Intern should forward a copy of their prior written request and any additional written information, to the Director of Behavioral Health, who may gather additional information and will respond to the Intern in writing within 7 calendar days of receipt of the request. If the Intern is not satisfied with that response, then the Intern should present copies of the documentation accumulated to that point to the Deputy Director of Health Services. At that point it would also be appropriate for the Intern to notify the Director of Training at his/her graduate training program. The Deputy Director of Health Services will provide a written response within seven calendar days, which will constitute the agency's final decision.

### *Equal Employment Office*

Interns also have the right to pursue any of the remedies generally available to state employees through the EEO complaint process. Interns are informed on how to access the resources, laws, and policies available through the State's Office of Human Resources during orientation and will be reminded of this information at any point upon request. <https://oshr.nc.gov/state-employee-resources/diversity-inclusion/administration>

## **Other Personnel Related and Administrative Topics**

### *Intern Benefits*

Interns with the North Carolina Department of Adult Correction Behavioral Health Services are fulltime employees with the state of North Carolina in time-limited positions. Each intern is in a fully salaried state position with full state benefits. This means that each intern receives the full benefits package afforded to state employees including earning creditable service time within the State Retirement pension plan. See <https://oshr.nc.gov/state-employee-resources/benefits> for full details

As part of the New Hire process, interns will have the opportunity to select the Health Plan they prefer. See <https://oshr.nc.gov/state-employee-resources/benefits/state-health-plan> and <https://www.shpnc.org/> for additional details.

### *Work Hours and Leave*

Each intern is expected to complete a fulltime 12-month internship experience corresponding to an approximate 2,000-hour training year. This means that the expected schedule for each intern includes a 40-hour work week for 52 consecutive weeks. Our internship program does not allow interns to work on-site during state holidays as the immediate availability of supervisors is limited on those days. The state typically has 12 holidays per year.

Interns are also allowed up to 26 days of leave (personal, vacation, sick) during the internship year for a total allotment of 304 hours of leave/holidays (12 holidays and 26 days leave). Interns seeking to use leave should request time off in advance by emailing the site-supervisor responsible for the impacted training site/clinical setting and copying the Training Director (as well as any other impacted staff or ancillary supervisor). Interns experiencing unanticipated illnesses should send notifications as soon as possible, but always prior to the start of the workday. Also, interns who match with our site are encouraged to review the leave policies as they relate to which types of leave are eligible to be paid-out at the completion of employment (end of internship unless hired into a permanent position with us post-internship).

Interns requiring extended leaves of absence due to maternity/paternity needs or extended illnesses should consult with the Training Director and the Site Supervisor; certain situations may require an extension of the training year to accommodate the absence.

Interns seeking to use leave should request time off in advance by emailing the site-supervisor responsible for the impacted clinical rotation and copying the Training Director (as well as any other impacted staff or ancillary supervisor). Interns experiencing unanticipated illnesses should send notifications as soon as possible, but always prior to the start of the workday.