

Elizabeth H. Faulk Foundation, Inc.



Doctoral Psychology Internship Program book

2020-2021

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I) INTRODUCTION

A) THE FAULK CENTER MISSION

The mission at The Faulk Center for Counseling (the Center) is to promote emotional well-being through a variety of free and low-cost programs. We provide a warm, accepting, and confidential environment where people who are dealing with life's problems are helped to make changes or cope more effectively with that which they cannot change.

Since 1973, the Center has provided counseling services to people of all ages at its facility on Boca Rio Road and at outreach locations throughout Palm Beach and Broward counties. The Center is a private, nonprofit, outpatient, community-based mental health center. In addition to supplying free and low-cost services to groups, couples, families, and individuals, the Center is actively involved in community education, assessment, and primary prevention programs. Every effort is made to create and model the principles of a therapeutic community in which all participants are encouraged to empower clients and each other in an atmosphere of mutual respect and creativity.

As articulated by its founder, Dr. Elizabeth H. Faulk, the mission of all programs is to provide services across the life continuum regardless of the client's financial circumstances. These services target general life issues for all age levels and ethnic groups, and are offered for as long as they are needed.

B) THE FAULK CENTER HISTORY

Dr. Elizabeth H. Faulk, the first woman to receive a Ph.D. in psychology from the University of Florida, established a successful private practice in Boca Raton. In 1970 she founded the Elizabeth H. Faulk Foundation, a nonprofit charitable foundation, with the objective to provide free and low-cost psychological and mental health consultation services to the needy. In 1973 she established the Center for Group Counseling, the service arm of the Foundation, to ensure that no one would be denied services because of an inability to pay.

In 2013, to reflect its 40 years of growth and expansion of services beyond the group model, the "Center for Group Counseling" became known as the "Faulk Center for Counseling." In doing so, the Board of Trustees took the opportunity to honor its founder, Dr. Elizabeth Faulk.

The Center is located in Boca Raton, Florida, in a custom-designed two-story, 16-sided building, which symbolizes the circle of group therapy. The Center provides therapy, assessment, and support to more than 1,000 clients each year.

C) SERVICE PROVIDERS

Mental health services at the Center are provided by graduate students pursuing Master's and Doctoral degrees in psychology, social work, or mental health counseling, as well as volunteer group leaders who hold advanced degrees in a mental health field. Additionally, the Center uses community volunteers who have successfully completed the Center's facilitator training course to serve as mental health assistants to group leaders in some counseling and

support groups. All interns, practicum students, and volunteers are continually trained and supervised by the Center's staff of licensed psychologists.

D) TRAINING PROGRAMS

Graduate students from around the country apply to our doctoral psychology internship, social work internship, and practicum programs. The Center offers graduate students a unique and dynamic learning experience in which trainees may develop their professional and personal identities. Students receive specialized training in client-centered therapy, but also learn and practice other psychological theories and techniques in a variety of settings with various populations.

The Facilitator Training Course (FTC), a key component in the Center's provision of free and low-cost counseling services, is the source from which we draw the volunteer group leaders and facilitators who are so critical to our mission. The FTC, offered annually, provides the opportunity for community residents, regardless of academic qualifications, to learn our counseling techniques.

The Faulk Center for Counseling has won local, state, national, and international recognition for its unique mental health delivery system, which is based on the community network of trainees, volunteer facilitators, and licensed clinical staff. The trainees and volunteers coordinate their efforts in such a way that each individual's education, background, and talents are optimally utilized.

E) CLINICAL PSYCHOLOGY INTERNSHIP

The Center has been training professional psychologists for more than twenty-five years. The internship provides an opportunity for doctoral candidates to work under close supervision in a professional setting alongside social workers, mental health counselors, marriage and family counselors, and Master's-level students. The program provides exposure to a broad range of clinical experiences, roles, and responsibilities, and encourages professional development through clinical experience, supervision, and didactic training.

With couples, families, groups, and individual clients, interns focus on empathic attunement to each client's phenomenological experience, drawing on the tradition of Carl Rogers. The training facilitates practical understanding of the skills that are a critical part of therapeutic relationships, regardless of theoretical orientation. In addition, interns are expected to study and gain extensive experience in modalities based on other intervention and theories, such as psychodynamic, cognitive-behavioral, and family systems therapy. These broad-based training experiences in various treatment approaches are valued and viewed as an important aspect of the internship.

F) TRAINING PHILOSOPHY

The Center is committed to the philosophy that psychological practice should be based on the science of psychology which is influenced by the professional practice of psychology. We are grounded in the practitioner-scholar model and believe interns should receive training that integrates research and clinical experience. In particular, we are committed to the practice of empirically-supported treatments. The program also holds the philosophy that internship training should be generalist in nature and include a variety of experiences with a variety of

populations. Although some students may begin specializing during the internship year, they must do so while obtaining generalist training.

The need for training to be sequential, cumulative, and graded in complexity is viewed as vital to the overall professional development of the intern. The program is committed to the philosophy that training is best accomplished in a manner that respects trainees and their individual needs throughout the year. Our ability to develop a schedule specific to the needs of each intern and to revise that schedule as the needs of the intern change is an important value of this internship site. Interns are treated as junior colleagues, and mutual respect between interns and faculty is paramount, so that interns can expect quality supervision, mentorship, and collegiality.

G) PROFESSIONAL STANDING

The Faulk Center doctoral psychology internship program was awarded initial APA accreditation effective August 26, 2015. The accreditation extends for a full seven years.

The internship is a member in good standing of the Association of Psychology Pre-Doctoral and Post-Doctoral Internship Centers (APPIC; <http://www.appic.org>), participates in the APPIC Match, and adheres to APPIC Match Policies. The APPIC Program Code Number for the Center is: 1199.

II) APPLICATION PROCEDURES

A) ELIGIBILITY

The Center offers four full-time positions to students from APA or CPA-accredited doctoral psychology programs whose interests match the Center's training opportunities. Prior to the APPIC match, the applicant must have passed all comprehensive exams. Prior to the beginning of the internship, the applicant must have completed all doctoral course work and required practicum placements. The program seeks applicants with a sound clinical knowledge base and the personal characteristics necessary to function well in our program setting. Applicants should be familiar with pertinent areas of psychology, including theories of personality, processes of therapy, the different modalities of therapy, psychological assessment, physiology of behavior, and statistics. Prior experience with psychotherapy and psychological assessment under supervision is expected.

B) SELECTION

Our selection criteria are based on a "goodness-of-fit" with our practitioner-scholar model, and we look for interns whose training goals match the training we offer. The program looks not only at the total number of practicum hours, but the quality of training in terms of the type of setting as well as experience with empirically-supported treatments. We prefer interns who have training and experience in working with both children and adults in an outpatient setting; however, we will consider candidates with gaps in this training who show an eagerness to learn and particular promise based on letters of recommendation, compelling essays, and strong interviews. Applicants from programs in clinical and counseling are preferred; however, those from school psychology programs may be considered.

C) APPLICATION MATERIALS

A complete application includes the following:

- APPIC Application for Psychology Internship (AAPI) (available at the APPIC website: <http://www.appic.org/>) All applications are sent through APPIC online.
- Cover letter
- Curriculum vita
- Letters of recommendation (3)
- Transcripts

Application materials should be submitted by **December 1st**.

D) INTERVIEWS

Completed applications will be reviewed by a staff psychologist. Application reviews include verification of program requirements and evaluation of applicant quality. Please note that while a candidate's academic record, recommendations, and written materials are important determinants in the review process, the Center places an emphasis on amount of prior clinical experience and the "fit" between an applicant's stated training desires and the program's goals, objectives, and training experiences.

Candidates who are highly ranked on the basis of this review will be contacted to set up in-person interviews. We anticipate contacting everyone who will be invited to an interview by December 15th of each selection year. Based on prior years, we typically invite between 28-34 applicants for interviews. While an in-person interview is preferred, candidates who are unable to attend an in-person interview during one of the interview sessions may be interviewed by phone or Skype if approved by the Clinical/Training Director.

Applicants coming to the Center for in-person interviews are asked to either bring a photo or have their photograph taken at the Center. The photos are used to help Center staff correctly remember and identify each applicant. Photos are not used in any evaluative manner. Applicants may refuse to be photographed, and this decision will in no way be counted against them.

Interviews entail a half-day experience involving either a morning or afternoon session. The first part of the interview involves a 35-minute group interview with approximately four applicants. During the group interview, the selection committee (Center staff psychologists and the Clinical/Training Director) provide the candidates with a description of the important features of the internship training program. In addition, the group interview allows for the selection committee to evaluate all applicants through a series of structured and unstructured interview questions. Following the group interview, each applicant meets for two consecutive 30 minute individual interviews with two different members of the selection committee. During these individual interviews, applicants are questioned in more detail about their clinical experiences and skills. During these interviews, the applicants are also able to ask the

interviewers questions about the program. After the individual interviews, the applicant has the opportunity to meet with current interns to ask questions and to learn about the internship in a more informal manner. Current interns also provide the candidates with a tour of the facility.

Candidates being interviewed by phone or Skype are interviewed for approximately 45 minutes by two or three supervisors. The interviewers provide the applicant with a description of the important features of the internship training program and also ask detailed questions about the applicant's clinical experiences and skills. Applicants participating in this alternative interview process do not have the opportunity to participate in the group interview format with other applicants.

After applicant interviews, the selection committee meets to discuss impressions and evaluations of the candidates based on both the group and individual interviews. Candidates are evaluated after each session and then again at the conclusion of all interviews. Final rankings are based on a combination of data provided in candidates' application materials and their interview performance. In accordance with state and federal law, and policy, the Center will not discriminate against an applicant because of race, color, religion, gender, age, sexual orientation, national origin, socioeconomic status, disability, or veteran status.

E) MATCHING

Internship offers are made in accordance with the computer Matching System developed by the Association of Psychology Post-doctoral and Internship Centers (APPIC), and all APPIC guidelines are followed. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant. You can find a copy of all the APPIC Match Policies by visiting their web site: www.appic.org.

The Program Code Number for the psychology internship at the Faulk Center for Counseling is: 1199.

When offers are made through the Matching System, they represent the Center's commitment of a training position.

F) STIPEND AND BENEFITS

The intern stipend is \$20,000 per year, payable semimonthly. Benefits include ten (10) vacation days, up to six (6) sick days, ten (10) holidays, and five (5) professional development days. Unused days of leave are not compensated. Interns who need more than the above-allowed leave are required to extend the internship period.

The Center requires that interns be fingerprinted for background checks. Interns are fingerprinted at the start of the internship.

III) PROGRAM COMPONENTS AND STRUCTURE

A) TRAINING GOALS

The internship seeks to develop competencies in six main areas of professional practice. The goals of the training program are outlined below (See Appendix II for a detailed list of the program's goal, objectives, and competencies):

Goal #1: To produce clinicians who are competent in psychological assessment at the independent practice entry level.

Goal #2: To produce clinicians who are competent in the provision of psychological interventions at the independent practice entry level.

Goal #3: To produce clinicians who are competent in providing consultation and supervision at the independent practice entry level.

Goal #4: To produce clinicians who demonstrate professional and ethical behavior and sensitivity to diversity issues at the independent practice entry level.

Goal #5: To produce clinicians who have mature professional identities and a sense of themselves as "psychologists" at the independent practice entry level.

Goal #6: To produce clinicians who are knowledgeable and skilled in the interface between science and practice at the independent practice entry level.

B) SEQUENCE OF TRAINING

The Center provides interns with a planned sequence of training experiences that develop and enhance their skills as future psychologists. Interns are introduced to and perform with increasing autonomy various progressively complex tasks during the training year. By the training year's end, it is expected that interns will independently and competently perform many of the roles and responsibilities of a professional psychologist with confidence. This is accomplished by:

- Individual clinical supervision following a developmental approach progressing from directive to more process-oriented.
- Individual clinical supervision that shifts from hierarchical to collaborative.
- Interns taking on progressively more difficult clients (including complex family cases) with need for less frequent and intensive supervision.
- Providing exposure, training, and practice that enables interns the ability to use more varied theoretical treatment models as the year progresses.
- Interns taking increased responsibility for the provision of psychological assessment, including battery selection, test interpretation, diagnosis, and recommendations.
- At case staffing meetings, interns showing increasing levels of participation and leadership, culminating in the ability to lead meetings.
- Interns showing increasing levels of participation and leadership during group supervision meetings, culminating in the ability to lead meetings.
- Interns demonstrating increasing ability to independently and competently provide both clinical and administrative supervision to a Master's practicum student.
- Interns assisting with the Facilitator Training Course for new volunteers.

- Beginning in January, the interns help train the new group of practicum students who join the Center.

C) CONTENT OF INTERNSHIP PROGRAM

Clinical staff provide interns with one week of intensive orientation and training at the beginning of the training year to address clinical and administrative procedures as well as other key mental health topics. Interns receive information regarding the Center's policies and procedures, instruction on the clinical interview/intake process, and introduction to and training in the client-centered model. All interns receive, in writing, all relevant Center policies, including emergency procedures, grievance procedures, and procedures for due process.

Interns' duties include providing psychotherapy in group, individual, and family/couples formats and conducting psychological testing, intake interviewing, outreach, and program development services. Each intern has the opportunity and freedom to pursue personal interests consistent with the Center's goals and objectives. Interns are invited to contribute to the educational workshops presented by the Center in a manner that enhances their personal interests and goals.

Opportunities are available to experience the many different types of groups and individual clients the Center serves. Interns spend 25%-40% of their time providing psychotherapy as group leaders or individual therapists. In addition, interns have the opportunity to enhance their group therapy skills through a variety of weekly training and supervisory meetings. Interns spend one to two hours weekly in supervision and training focused on group work.

Formal psychological testing experience is provided and preparation of full battery reports is considered an important part of the internship program. Interns are encouraged to use the opportunity to hone skills and gain experience using a variety of instruments. Interns receive supervision on psychological testing from a testing and assessment supervisor, a licensed psychologist who specializes in this area. The amount of supervision per testing battery varies depending on the complexity of the case and the experience level of the trainee, but usually is between two and four hours.

Interns are offered opportunities to obtain administrative experience. They are encouraged to explore and assume such responsibilities as program planning and development, grant-writing, fund-raising, community education, and consultation.

The Center provides all necessary training materials and equipment such as computers, software, and assessment materials. Also, the Center library is in the intern office. It has a variety of psychology and health-related books and videos. Interns are informed during orientation that they can make requests for any new materials or equipment that would enhance their ability to perform their duties. Throughout the year, interns have the opportunity to discuss requests for these purchases during their weekly meeting with the Clinical/Training Director. The Clinical/Training Director evaluates the needs, benefits, and costs of the items and approves the purchase of such when warranted.

The Center also provides each intern his/her own desk, telephone, and voicemail. The interns share a large group office which fosters frequent interaction and peer support. Interns frequently consult with each other on clinical cases, professional issues, and administrative requirements

of the Center and the training program. Interns also interact and provide mutual support in group supervision. In addition, they routinely socialize outside of the formal internship program.

There are three full-time clerical staff who work at the Center and support the interns, practicum students, and staff. Additional clerical support is available from the volunteer clerical staff who assist at the front desk at busier times of the week and year. The Center provides clerical support for scheduling intake appointments, collecting client fees, managing files, and various other administrative tasks. The Center employs a computer consultant who is available as needed for trouble shooting with computer software or hardware issues. Additionally, the Center employs a part-time maintenance/technical support manager who assists with AV equipment set-up for presentations and workshops.

For a more detailed list of services provided at the Center, see Appendix III.

D) EXPECTATIONS AND REQUIREMENTS FOR COMPLETION

The following requirements must be met to the satisfaction of the Clinical/Training Director and Training Committee to receive a satisfactory certification of internship completion:

- 1) The program requires interns to work 42 hours per week and accumulate a minimum of 2,000 hours of training and service during the training year. Interns are required to average 20 direct clinical contact hours per week by mid-year (psychotherapy, assessment, intakes, supervision of a Master's student[s], etc.). The internship may not be completed in less than 12 months or more than 14 months.
- 2) Interns are required to work at least one evening per week (Monday, Tuesday, or Wednesday) and flex-time is given during standard working hours.
- 3) Interns are required to have a minimum of two hours available each week for intakes.
- 4) At least three comprehensive psychological/psychoeducational evaluations with an integrated written report must be satisfactorily completed. Feedback on the results of the evaluations must be provided to the referral sources, individuals tested, and/or family members as appropriate.
- 5) Regular attendance at all didactic activities (i.e., Friday Didactic Seminars, case staffings, and individual/group supervision) is expected. Interns who are ill or using approved vacation time are excused from didactics but are responsible for reviewing the material presented.
- 6) Regular attendance at all Wednesday presentations is expected. Interns who are ill or using approved vacation time are excused from the presentations.
- 7) Interns are required to give a one-hour presentation on a therapy case and a one-hour presentation on an assessment case in a formalized case conference setting.
- 8) Interns are required to participate in and contribute to the annual Facilitator Training Course.
- 9) Interns are required to give a one-hour community presentation at the Center on a mental health topic of their choice.
- 10) All evaluation forms must be completed.
- 11) Passing mid-year supervisor evaluations (receiving a 3 ["Minimal supervision needed/Intern mid-placement level"]) is required.
- 12) Passing final supervisor evaluations (receiving a 4.0 ["Supervision rarely needed/Independent practice entry level"]) is required.
- 13) Satisfactory termination of any due process and/or remediation plans must be completed.

- 14) All assigned clinical documentation and administrative record keeping must be completed.

Monitoring achievement levels of intern performance, productivity, and activity (e.g., hours, number of intakes, attendance at didactics, etc.) is the responsibility of the intern's primary training supervisor. The intern's productivity and performance in psychological assessment are further monitored by the testing supervisor, who communicates this to the primary supervisor, thus ensuring each intern completes the minimum number of test batteries. The intern's Wednesday presentation is assigned and evaluated by the Clinical/Training Director, who then discusses her impressions with the primary supervisor.

If minimal levels of achievement are not being met by an intern, this is discussed informally during individual supervision and then documented at the midpoint and end of the year on the formal evaluation, if needed. If minimal levels of achievement are not met at mid-year, a remediation plan is implemented. If they are not met at the end of the year, interns will be terminated or may be recommended for another appropriate action (e.g., an extension of the program) to meet minimum expectations. If offered an extension, the intern is put on an intensive remediation plan. If interns fail to meet minimal expectations after the extension they would fail the program.

After all evaluations are received and all necessary forms completed, returned, and reviewed, and after the intern has been deemed as completing all requirements for the internship, the intern will receive a certificate of satisfactory completion. Following are detailed descriptions of the various responsibilities of an intern at the Center:

Supervision (2+ hours/wk individual and 5+ hours/wk group):

Each intern participates in a minimum of two hours of face-to-face individual supervision each week with licensed psychologists who are full-time Center employees. One supervisor oversees their child/family cases, and a separate supervisor oversees their adult cases. Additional individual supervision may be provided, depending on the clinical responsibilities and needs of the intern (e.g., supervision on testing cases). One of the intern's supervisors is the primary supervisor, and this supervisor is in charge of administrative issues (e.g., time off, evaluations, etc.). In completing intern evaluations, the primary supervisor seeks verbal feedback from the secondary supervisor, assessment supervisor, intern supervisee, other staff, etc., and incorporates this information into evaluations.

Interns meet as a group one hour each week with the Clinical/Training Director for supervision on clinical and administrative issues. Interns also receive three and a half hours of group supervision during weekly case staffings (with the practicum students), one hour of weekly group supervision regarding school group therapy (with practicum students), and two hours per month of group supervision on group therapy issues (with the volunteers and practicum students). Additionally, interns receive extra supervision as needed on complex cases or issues from the Clinical/Training Director and/or other supervisors. For a list of all training supervisors see Appendix I.

Supervision of Master's practicum students) (1+ hours per week):

The internship program allows interns to have direct experience providing clinical supervision. Each intern is assigned to at least one part-time Master's practicum student for supervision. The intern meets with the student for face-to-face supervision each week and spends additional time as needed to review the practicum student's charts, notes, intake reports, etc. Interns receive guidance and feedback during supervision with their primary supervisor regarding their supervision of the practicum student(s).

Group Therapy (2+ groups per week):

Group assignments reflect a deliberate effort to expose the intern to the many different types of group experiences offered at the Center and at offsite locations. Groups are available with adults, children, teens, preteens, seniors, and families. Groups are assigned based on a combination of Center needs and intern interest and readiness.

Individual Therapy (4+ ongoing cases):

Each intern is assigned a balanced range of therapy cases based on his/her experience and needed skill development. Clients range in age from young children to seniors.

Family Therapy (1-3 ongoing cases, 2 cases minimum per year):

Interns work with a minimum of two family therapy cases during the internship year (i.e., 1 couple + 1 family, 2 couples, or 2 families). Interns have opportunities to conduct family therapy with a range of different family configurations and issues.

Intake Assessments (2+ hours per week):

The intake process represents an important step in the coordination of psychological services. Experience with this procedure affords the intern opportunities to develop interviewing, diagnostic, and service planning skills.

Case Staffings: (2 meetings per week, 1-1.5 hours each):

Following the intake interview, each case is reviewed in a multi-disciplinary case staffing which allows for integration of various perspectives and supervision by licensed psychologists.

Psychological Assessment (3+ full batteries):

The intern administers, scores, and interprets a variety of psychological assessment instruments during the course of the internship. During weekly seminars and individual testing supervision, issues such as integration of findings, report writing, and ethical approaches to assessment are emphasized.

Schools Programs (1 morning per week):

Certain times of the year interns provide on-site, time-limited group therapy to students in Palm Beach County. Interns participate in weekly group supervision meetings focused on group interventions for children with behavioral and emotional challenges.

The Facilitator Training Course (held annually, 12 hours total):

Each intern is expected to participate in and contribute to the annual Facilitator Training Course. This intensive experience is designed to familiarize both laypeople and professionals with client-centered, empathic listening skills and provides the intern with exposure to community education and outreach.

Community Wednesday Presentations and Outreach (attend once per month, present once per year):

In-service workshops/ presentations for the Center staff and outreach programs aimed at more general, community audiences are offered regularly. Interns are expected to participate in and contribute to such workshops and monthly presentations in a manner that is consistent with their personal goals and interests. The training program requires interns to give a one hour Wednesday community presentation at the Center on a mental health topic of their choice.

Seminars and Case Conferences (attend 2 hours per week, present 2 per year):

Interns spend a minimum of two hours per week attending didactic seminars designed to expose the intern to a broad range of theories, techniques, and issues of relevance to the practice of professional psychology. The majority of seminars are provided onsite by professional staff and invited guests who are experts in a specialized area of psychology. Interns are required to give a one hour presentation on a therapy case and a one hour presentation on an assessment case in a formalized case conference setting to the trainees and clinical staff.

Program Development and Management (as needed, maximum of 1 hour per week):

Within the realm of program development and management, contributions and involvement may be arranged according to personal interest and skills. From time to time, interns have the opportunity to develop programs designed to meet the needs of specific groups in the community. The Center has numerous programs that involve grantsmanship and offers interns opportunities to hone skills in grant writing and program evaluation. Interns have the opportunity to participate in various aspects of management of a nonprofit agency.

Special Projects (as needed, maximum of 1-2 hour per week):

Each intern has the opportunity and freedom to pursue personal interests in relation to the Center's mission and goals. These special projects can be as varied as the intern's interests, including pursuit of research at the Center.

IV) EVALUATIONS, POLICIES & PROCEDURES

A) EVALUATION OF THE INTERNS

Interns receive ongoing formal and informal feedback throughout the training year. Feedback is provided by the Clinical/Training Director and supervisors. Informal feedback in supervision is an important and continuous component of the internship program, and psychology department faculty are committed to identifying and addressing any problem areas as soon as possible with the intern.

Self- and supervisor-report measures are used throughout the year to provide objective feedback to interns. These include:

SELF ASSESSMENTS: The self-assessment, completed at the start of training, provides a baseline self-report measure of general knowledge and proficiency levels in many different training domains, as outlined in the program goals. The interns evaluate their strengths and weaknesses and discuss them with their primary supervisor.

INTERN EVALUATION: Interns are formally evaluated at the midpoint and end of the year by their primary supervisor. These evaluations assess each intern's performance on the training program's goals, objectives, and competencies.

All of the intern's supervisors provide the intern's primary supervisor with feedback about their performance. Additionally, staff working directly with the interns are asked to give verbal feedback on their experiences working with the intern to the primary supervisor. The primary supervisor integrates and synthesizes this feedback and prepares one master composite evaluation, which is presented to the intern at the midpoint and end of the year. Interns sign and receive a copy of their evaluations which is sent to their graduate program.

To successfully complete the Center's internship program, each intern must achieve a satisfactory level of competence in all competency areas (see Appendix II). On the mid-year evaluation, interns are expected to receive a 3 rating ("Minimal supervision needed/Intern mid-placement level") on each competency. If competencies are not met at the minimum rating level of 3 on the mid-year evaluation, a remediation plan will be implemented. On the end-year evaluation, interns are expected to receive a 4 rating ("Supervision rarely needed/ Independent practice entry level") on all competencies. If competencies are not met at the minimal rating level of 4 at the end of the year, interns will be terminated or may be recommended for another appropriate action (e.g., an extension of the program) to meet minimum expectations. If offered an extension, they would be put on an intensive remediation plan. If interns fail to meet minimal expectations after the extension they would fail the program.

Please note that the acceptance of the Center's internship program assumes that the intern releases the internship program to communicate regularly with their home doctoral program about matters of evaluation and internship accreditation.

B) PROGRAM EVALUATION

Interns complete an anonymous evaluation after each didactic seminar and presentation. These evaluations are formal and intended to help assess the quality of the presentation/presenters. Interns also complete anonymous formal evaluations of the supervision they receive. This takes place at the midpoint and end of the year. Upon completion of the program and one year after completion, interns complete an evaluation of the overall training program. Suggestions for change and improvement are encouraged to assist with enhancement of the internship program.

C) NONDISCRIMINATION STATEMENT

The Center is committed to the principle of equal opportunity for all its interns, practicum students, employees, volunteers, and applicants for admission and employment. For that reason, the Center does not discriminate on the basis of race, color, religion, gender, age, sexual orientation, national origin, socioeconomic status, disability, or veteran status in its programs, admission practices, and conditions of employment. The Center's policy is that all placements and employment decisions are to be based on job qualifications and performance. Further, the institution will make every effort to provide reasonable accommodation to otherwise qualified disabled applicants and employees.

D) INTERN-STAFF RELATIONS & UNSATISFACTORY INTERN PERFORMANCE

The Center and the internship program recognize the right of all employees/trainees to be treated with the utmost courtesy and respect at all times. All interactions between interns, practicum students, supervisors, and other staff are intended to be professional, collegial, and conducted in a manner that reflects the highest standards of the profession as described in the APA's *Ethical Principles of Psychologists and Code of Conduct*. Interns always have the right to question any aspect of their training or performance evaluations. The interns are subject to policies and procedures related to intern grievances, performance/due process, and sexual harassment. These policies and procedures are summarized in Appendices IV, V, and IV respectively. The Clinical/Training Director and other leadership are always available to meet with interns individually to discuss problems if and when they arise.

E) DRUG-FREE WORKPLACE

The Center is a drug-free workplace as determined by the Federal Drug-Free Workplace Act. See Appendix XII for a description of the drug-free workplace policy and procedures.

APPENDIX I) INTERNSHIP PROGRAM TRAINING SUPERVISORS

All training supervisors are licensed clinical psychologists in the state of Florida:

Holly Katz, Ph.D.	Clinical and Training Director (FT)
Christina Elkind, Psy.D.	Adult Programs Manager and Clinical Supervisor (FT)
Adam Schulman, Ph.D.	Clinical Supervisor (PT)
Ana Silva, Psy.D.	Child and Family Program Manager and Clinical Supervisor (FT)
Amanda Weiss, Psy.D.	Child and Family Programs Manager and Clinical Supervisor (FT)

Note: FT = Full-time, PT = Part-time

**APPENDIX II) GOALS, OBJECTIVES, AND COMPETENCIES FOR INTERNSHIP
TRAINING PROGRAM**

Goal #1: To produce clinicians who are competent in psychological assessment at the independent practice entry level.

Objectives for Goal #1: Interns will develop awareness, knowledge, and skills in diagnostic interviewing, selecting and administering psychometrically-validated instruments, scoring, writing reports, and communicating results to clients with a variety of diagnoses, problems, and needs.

Competencies Expected:

Interns will:

- 1a) Demonstrate diagnostic clinical interview skills.
- 1b) Select appropriate assessment measures that respond to referral questions and consider cultural diversity.
- 1c) Administer, score, and interpret psychological tests within the context of larger social, cultural, and environmental factors.
- 1d) Exhibit differential diagnostic skills and knowledge of DSM-5.
- 1e) Integrate behavioral observations, historical information, and test data to produce a clear and concise test report.
- 1f) Formulate well conceptualized recommendations and appropriately communicate to patients/family members.
- 1g) Appropriately evaluate suicidal concerns and potential for violence.

Goal #2: To produce clinicians who are competent in the provision of psychological interventions at the independent practice entry level.

Objectives for Goal #2: Interns will develop competence in the provision of psychological interventions to clients with a variety of diagnoses, problems, and needs. They will learn new psychotherapy skills and hone those already acquired.

Competencies Expected:

Interns will:

- 2a) Formulate a useful case conceptualization that integrates clinical information.
- 2b) Establish and document therapy treatment goals.
- 2c) Establish and maintain an effective therapeutic alliance with sensitivity to diversity.
- 2d) Apply effective and flexible therapy skills.
- 2e) Coordinate care with other providers and make referrals as appropriate.

2f) Demonstrate awareness of and adherence to APA ethical guidelines and ethics in treatment.

2g) Recognize and respond appropriately to patient crises when needed.

Goal #3: To produce clinicians who are competent in providing consultation and supervision at the independent practice entry level.

Objectives for Goal #3: Interns will be effective in translating psychological principles to colleagues, trainees, and professionals from other disciplines.

Competencies Expected:

Interns will:

3a) Effectively communicate psychological information about clients, assessment, and intervention to colleagues, trainees, and professionals from other disciplines.

3b) Show appropriate level of participation and leadership as part of the treatment team during group supervision and case staffings.

3c) Provide a safe atmosphere in supervision and effectively deal with sensitive issues (e.g., boundaries) that might interfere with the therapy process.

3d) Provide constructive feedback/guidance to supervisees on clinical and administrative issues.

Goal #4: To produce clinicians who demonstrate professional and ethical behavior and sensitivity to diversity issues at the independent practice entry level.

Objectives for Goal #4: Interns will develop a mature understanding of professional ethics as well as issues of ethnicity, religion, culture, gender, sexuality, and other aspects of diversity.

Competencies Expected:

Interns will:

4a) Show awareness of and adherence to APA ethical guidelines in assessments, treatment, consultation and supervision.

4b) Demonstrate sensitivity to issues of ethnicity, religion, culture, gender, sexuality, and other aspects of diversity in assessment, treatment, consultation and supervision.

Goal #5: To produce clinicians who have mature professional identities and a sense of themselves as "psychologists" at the independent practice entry level.

Objectives for Goal #5: Interns will develop an awareness of strengths, limitations, and areas of growth as entry-level psychologists. They will actively participate in the supervision process and develop an appropriate professional identity sufficient to function as a competent psychologist.

Competencies Expected:

Interns will:

- 5a) Seek consultation/supervision as needed and use it productively.
- 5b) Respond to consultation/supervision with constructive action or changes.
- 5c) Recognize how personal characteristics impact clinical work.
- 5d) Show awareness of own competence and areas of growth as a clinician.
- 5e) Interact effectively with other staff.
- 5f) Be accountable, dependable, and responsible.
- 5g) Show good time management skills and be efficient at completing work.
- 5h) Exercise good judgment as a professional.
- 5i) Actively participate in seminars/didactics.

Goal #6: To produce clinicians who are knowledgeable and skilled in the interface between science and practice at the independent practice entry level.

Objectives for Goal #6: Interns will be able to apply scientific knowledge to their professional practice in a clinical setting. They will be educated consumers of empirical research, understand and appreciate program development/evaluation, and have competence in one or more empirically-supported methods.

Competencies Expected:

Interns will:

- 6a) Demonstrate an awareness of and ability to use current literature, research, and theory in assessments and interventions.
- 6b) Provide quality oral presentations in case staffings, seminars, etc.
- 6c) Use current literature, research, and theory to develop and evaluate Center programs.

APPENDIX III) SERVICES PROVIDED AT THE CENTER

The Center provides a variety of community-oriented mental health services. Services are rendered in accordance with the Ethical Principles of Psychologists and Code of Conduct set forth by the American Psychological Association (APA; <http://www.apa.org/ethics/code/>) and are responsive to the needs of the people residing in our geographical area.

CHILDREN'S SERVICES

The Center's services for children/teens include group, individual, and family counseling. The Center serves children both at the Center itself and through an extensive outreach program in Palm Beach County schools. The school program, known as the Schools Preventive Counseling Program, serves children and adolescents from elementary and middle schools. Structured play therapy is provided for children in grades K through three. The format for grades four through eight is a modified talk-and-play group that offers creative activities to facilitate expression. Program goals include improvement of children's social skills, problem-solving skills, autonomy, and self-esteem.

The Center provides a short-term Child Play Group concurrent with a parent group. These are meetings in which parents learn to recognize and respond to their children's feelings and create a safe and supportive environment in the home. The children learn ways to manage their emotions and communicate through structured play activities.

Through our groups and work with families, we noticed a need for a group specific to middle school-aged children. We recently created a group for middle school children and their parents. These are separate groups, with parents learning skills to help middle schoolers handle their feelings and adjust their parenting style to be developmentally appropriate. The children learn ways to express and manage their emotions and build social skills in a safe environment.

Along with our services for children, we offer unique group services for parents and their teenagers through our Targeting Teens and Parents Program. This program is designed to improve communication between parents and their adolescent children and decrease the frequency and intensity of disruptive behavior problems in adolescents. In order to achieve these goals, parents and teenagers meet separately for the first half of the session and then meet together for a multi-family group session. We train parents and teenagers to negotiate contracts about specific behavioral concerns and promote compromises in areas of disagreement.

ADULT SERVICES

The Center's Adult Program includes group, individual, couple, and family counseling with clients ranging in age from young adults (18+) through seniors. The therapeutic approach to group work is diverse. The Center has five ongoing client-centered groups which emphasize maximum respect for and empowerment of the individual. Additionally, the Center provides numerous directive skills-based groups, including Anger Management, Dialectical Behavior Therapy, Interpersonal Growth, and a Young Adults group. The therapeutic approach to individual counseling varies depending on the orientation of the intern and supervisor and the client's presenting problem. Interns conduct an intake interview and present the intake at a biweekly case staffing meeting, at which time the client's diagnosis and treatment recommendations are determined. Typical client presenting problems are depression, anxiety,

marital adjustment difficulties, grief reactions, interpersonal problems, and family difficulties. Clients with chronic mental health problems whose symptoms are in remission or who can be managed in an outpatient setting are provided services at the Center, with additional structure and support coordinated through other agencies and professionals in the community.

SENIOR SERVICES

In recognition of the specialized needs of seniors, the Center has developed the Senior Adult Group Experiences program (SAGES). SAGES is designed to counter the debilitating effects of physical decline and psychosocial losses associated with advancing age, retirement, relocation, etc. Through support and increasing awareness of choices, clients and their families reduce the likelihood of hospitalization as well as the cost of more intensive therapy. A specialized area within SAGES is our “Beacon in the Mist” program. The program focuses on working with cognitively impaired Alzheimer’s clients utilizing Naomi Feil’s Validation Therapy. Trainees and volunteers work together with clients in a weekly group. In a respectful and genuine manner, they “walk beside” and validate clients as they express their feelings and thoughts. Studies show that these interactions help such persons to function at a higher level for a longer period of time.

ASSESSMENT SERVICES

The Center conducts comprehensive psychological assessments of children, teenagers and adults. Batteries are tailored to the specific needs of the client but may include intellectual, achievement, processing, visual-motor, emotional/personality, behavioral, and social functioning assessments. During feedback sessions, clients are given information about their diagnoses and recommendations for treatment and/or accommodations, if appropriate. All information is also provided in a detailed written report. Individuals are referred by local agencies, including the Habilitation Center, the Adult Education Division of the Palm Beach County School District, the Palm Beach County Health District, and public and private schools throughout Palm Beach County.

CONSULTATION AND EDUCATIONAL SERVICES

Through its Facilitator Training Course, the Center has trained more than 2,000 paraprofessionals to serve as aids to mental health service providers. The course helps participants develop empathic listening skills while increasing community awareness of mental health needs and services. Through seminars and workshops, the Center provides free or low-cost continuing education for area mental health professionals and interested laypeople.

APPENDIX IV) INTERN GRIEVANCE POLICY AND PROCEDURES POLICY

Interns have the right to file grievances according to the following procedures:

The Faulk Center for Counseling gives serious attention and consideration to all intern grievances and attempts to establish appropriate resolutions. All intern grievances are subject to a period of hearing and fact-finding. Wherever possible, a resolution at the agency level will be sought, but in the event the grievance cannot be resolved at this level, consultation will be sought by the Clinical/Training Director with the Training Director at the intern's doctoral program, again with the intent of establishing an acceptable and appropriate resolution. Interns will not be discriminated against, harassed, intimidated, or suffer any reprisal as a result of filing a grievance or participating in the investigation of a grievance.

PROCEDURES

If possible, interns should attempt to resolve the problem promptly and informally with their supervisor. If an informal solution cannot be reached, interns may present a formal grievance in the following manner:

Step 1: Initiation of the grievance procedure

An intern with a grievance shall first bring this grievance to the attention of either the Clinical/Training Director or relevant department head to alert them to the need to address a grievance. The Clinical/Training Director should always be notified in writing by the intern that a grievance exists and needs to be addressed.

In the event that the intern's grievance directly involves the Clinical/Training Director, the intern should bring the grievance to the Center CEO. In such cases, the CEO serves in the capacity of the Clinical/Training Director in this process.

Step 2: Hearing Process

A face-to-face meeting between the intern and the Clinical/Training Director shall be held within three (3) working days of the intern's report of a grievance.

If the intern believes the grievance has been resolved after this meeting, then the intern should inform the Clinical/Training Director and Training Committee members of this fact in writing.

If, after the meeting between the intern and the Clinical/Training Director, the intern believes the grievance issue has not been resolved, the below procedure should be pursued.

Step 3: Next Level of Review

The intern must report the fact of an unresolved grievance to the Clinical/Training Director who shall then report to the Training Committee. The Committee consists of all members of the supervisory staff (with the exception of any parties to the grievance, who are excluded from the proceeding). The Clinical/Training Director and the Training Committee shall then

meet within five (5) working days to propose a resolution to the grievance. Once such a resolution has been developed, it will be presented to the intern in a meeting with the Clinical/Training Director, which will occur within three (3) working days after the meeting with the Training Committee.

If the intern finds the proposed resolution to the issue is acceptable, this fact shall be signified by the intern in writing and filed with the Clinical/Training Director. If the proposed resolution to the issue is NOT acceptable to the intern, this fact shall be signified by the intern in writing. The Clinical/Training Director shall immediately contact the Training Director at the intern's doctoral program for consultation and assistance in resolving the grievance.

This policy gives interns certain rights. It also obliges them to follow the grievance procedure when a problem arises. Interns are encouraged to avail themselves of this policy if problems arise and avoid malicious discussions or conversations with coworkers, trainees, and volunteers to prevent the spreading of rumors.

APPENDIX V) INTERN PERFORMANCE POLICY AND DUE PROCESS

POLICY

Interns cannot be terminated from the Center without due process procedures.

Any of the following will be considered specific indications of unsatisfactory intern progress or performance requiring the initiation of due process procedures. Difficulty with any area may result in termination of the intern from the Center's internship training program:

- Failure to achieve satisfactory competence in clinical responsibilities per the program's goals, objectives, and competencies and training requirements, including, but not limited to: documentation, provision of psychotherapy and psychological assessment, and maintenance of appropriate therapeutic relationships with clients.
- Ethical violation(s) of the American Psychological Association's current Ethical Principles of Psychologists and Code of Conduct (<http://www.apa.org/ethics/code/>). Multiple relationships are considered an especially sensitive area of ethical concern.
- Failure to meet basic workplace standards for Center personnel, including but not limited to: excessive absences, failure to keep appointments, excessive tardiness, and coming to work under the influence of substances.

PROCESS

1. Intern performance will be monitored continuously via supervision with the Center's clinical staff. Supervisors will maintain communication with the Center's Clinical/Training Director regarding interns' progress and performance. Performance will be formally evaluated twice during the internship year: at midterm and at the end of the year. A written evaluation will be provided by the primary supervisor to the intern and to the Training Director at the intern's doctoral program.
2. If at any time a supervisor observes substantial impairment, lack of progress, or poor performance, he/she shall immediately report this to the Clinical/Training Director. If the Clinical/Training Director feels that the concern constitutes conduct unacceptable for an intern, he/she shall request that the supervisor place his/her concerns in writing.
3. On receipt of the supervisor's written concerns, the Clinical/Training Director will solicit additional information as necessary to determine the extent of impairment, lack of progress, or poor performance. The Clinical/Training Director will call a meeting with the intern to initiate a period of fact-finding. This process may include, but is not limited to: interviewing other supervisory staff familiar with the intern's work; reviewing chart documents which might be relevant to assessment of conduct, progress, or performance; interviewing non-supervisory staff; and, if necessary, interviewing any Center clients who may have information pertinent to the intern's conduct.
4. Upon completion of this fact-finding process, the Clinical/Training Director and the intern's primary supervisor shall meet again for consultation. Three (3) possible decisions may result from this consultation:
 - a) Continue to monitor the intern's work closely in supervision and increase level of supervision as needed.
 - b) Institute a period of probation for the intern, which will include:
 1. a remediation plan,
 2. modification of the intern's duties, if appropriate, and
 3. stipulation of length of probation and development of a schedule to review intern progress on the remediation plan.
 - c) Terminate the intern, with a proposed date of termination.
5. In the case of either probation or termination, the intern and his/her doctoral program Training Director will be informed in writing as soon as possible concerning the decision.
6. In the event of a recommendation to terminate the intern, all efforts will be made to ensure quality and continuity of care to the intern's clients. Until the effective date and time of termination, the intern is still considered a Center trainee and is expected to behave according to the Center's training requirements and policies and the APA Code of Conduct.
7. In the event of a recommendation for probation, the Clinical/Training Director and the primary supervisor shall meet to review the intern's progress according to the established schedule. If at the end of the probationary period the intern is performing satisfactorily, he/she shall be informed that the period of probation is concluded. If at the end of the probationary period the

terms of probation have not been met the Clinical/Training Director with input from the primary supervisor may recommend termination or another appropriate action, e.g., an extension of the program (see the Evaluation of the Interns section of this Handbook). The intern's doctoral program Training Director shall also be informed in writing of the outcome of the probationary period.

8. If the intern wishes to formally appeal any action taken by the Clinical/Training Director, the intern must, within five (5) work days of receipt of the Clinical/Training Director's decision, inform the Clinical/Training Director, in writing, of such an appeal. When an appeal is made, the intern must provide the Clinical/Training Director in writing with information supporting the intern's position or concern. Within five (5) work days of receipt of this notification, the Clinical/Training Director will convene a hearing in which the appeal is heard and relevant material is presented. The intern has the right to hear all facts and to dispute or explain the performance concerns. The following attendees will be asked to attend the hearing: the intern complainant, Clinical/Training Director, and the Training Committee, which consists of at least three clinical supervisors at the Center. The Training Committee will review all material presented and has the authority to render a final decision regarding the intern's status/recommendations. The Training Committee must notify the Clinical/Training Director of their final decision in writing within three (3) days of the hearing. The Clinical/Training Director will then notify the intern and the intern's doctoral program regarding what action is to be taken.

APPENDIX VI) SEXUAL HARASSMENT POLICY AND PROCEDURES

POLICY

The Faulk Center for Counseling will not tolerate sexual harassment in the workplace. Sexual harassment is any repeated or unwelcome verbal communication or physical gesture which causes the recipient discomfort or humiliation or which interferes with the recipient's educational or job performance. Any form of harassment related to an individual's sex is a violation of this policy.

DEFINITIONS

Sexual Harassment by Employees:

Sexual harassment is a form of employee misconduct which undermines the integrity of the employment relationship. All employees must be allowed to work in an environment free from unsolicited and unwelcome sexual overtures. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, or
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.
4. Individuals who engage in sexual harassment of employees will be subject to disciplinary procedures as appropriate.

Sexual Harassment of Interns:

Sexual harassment is a form of sex discrimination that is contrary to the most fundamental ethical canons of both the academic and therapeutic communities. Sexual harassment violates the bond of trust between the intern/trainee/volunteer and supervisor/staff. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature constitutes sexual harassment, including instances when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an intern's/trainee's/volunteer's placement, or
2. Submission to or rejection of such conduct by an individual is used as the basis for decisions regarding the intern's/trainee's/volunteer's performance, or
3. Such conduct has the purpose or effect of unreasonably interfering with an intern's/trainee's/volunteer's performance or creating an intimidating, hostile, or offensive learning environment.

PROCEDURES

Reporting:

Employees/interns who believe that they have been the victims of harassment may bring their complaint to their Supervisor, the CEO, or Clinical /Training Director. If an informal investigation fails to resolve the matter to the satisfaction of the complainant, a written complaint setting for the facts and circumstances of the alleged harassment may be filed by the complainant with the Supervisor, the CEO, or Clinical/Training Director.

Investigation:

When a report of sexual harassment has been made, the CEO will conduct an investigation of the facts and circumstances. If the CEO is involved in the complaint, a member of the Center's Board of Trustees will conduct the investigation. Such investigation will typically involve interviewing the following: the person making the complaint; the person about whom the complaint was made; and any relevant third parties. Upon completion of the investigation, a determination will be made as to appropriate steps to be taken.

Further Action:

If the outcome of the investigations yields facts and circumstances that warrant further action then steps will be taken in accordance with the disciplinary procedures outlined in the Center's Employee Handbook, which can be provided by the Human Resources manager.

False Accusation:

Persons who are found, based upon a preponderance of evidence, to have given false information or made false accusations of harassment, shall be subject to disciplinary action.

APPENDIX VII) DRUG-FREE WORKPLACE POLICY AND PROCEDURES

This policy establishes guidelines for maintaining a drug-free workplace as determined by the Federal Drug-Free Workplace Act.

POLICY

- All service providers at the Center are prohibited from unlawfully manufacturing, distributing, dispensing, possessing, or using controlled substances. Any service provider violating this policy is subject to discipline, up to and including termination, for a first offense.
- Service providers have the right to know the dangers of drug abuse in the workplace, the Center's policy about them, and what help is available to combat drug problems. To assist service providers in overcoming drug abuse problems, the Center may offer the following rehabilitative help:
 - Information about community resources for assessment and treatment.
 - Training for supervisors to assist them in identifying and addressing illegal drug use by service providers.

PROCEDURE

- Any service provider convicted of violating a criminal drug statute in the workplace must inform the Center in writing of such conviction within five days of the conviction. Failure to do so subjects the provider to disciplinary action up to and including termination.
- Within thirty (30) calendar days after receiving notice of a conviction, the Center reserves the right to offer service providers who violate this policy participation in an approved rehabilitation or drug abuse assistance program as an alternative to discipline. If such a program is offered and accepted by the service provider, he/she must satisfactorily participate in it as a condition of continued service.