



**University Counseling Center
Doctoral Internship
In
Health Services Psychology
2024-2025**

The University of North Dakota

Founded in 1883, the University of North Dakota is the state's oldest and largest university offering over 225 accredited on-campus and online degrees. The university is a recognized leader in engineering, medicine, aviation, space and unmanned aircraft systems. With 13,876 students, the University offers over 260 student clubs and organizations and has 17 NCAA Division I athletic teams.

Land Acknowledgement

Today, the University of North Dakota rests on the ancestral lands of the Pembina and Red Lake Bands of Ojibwe and the Dakota Oyate - presently existing as composite parts of the Red Lake, Turtle Mountain, White Earth Bands, and the Dakota Tribes of Minnesota and North Dakota.

We acknowledge the people who resided here for generations and recognize that the spirit of the Ojibwe and Oyate people permeates this land. As a university community, we will continue to build upon our relations with the First Nations of the State of North Dakota - the Mandan, Hidatsa, and Arikara Nation, Sisseton-Wahpeton Oyate Nation, Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians.

Mission

To provide exceptional educational experiences that enrich the lives of North Dakotans and the global community through excellence in teaching, innovative research, and meaningful engagement.

Vision

To inspire a sense of wonder, a love of discovery, and a commitment to serve.

A sense of wonder reflects our belief that critical thinking and dynamic educational experiences are rich soil for cultivating engaged citizens who will be lifelong learners. By fostering a love of discovery, we advance creativity, research, and innovation as ways to overcome our greatest challenges. And by affirming our commitment to serve, we aspire to help make our communities better. None of this would be possible without a deep commitment to our students, employees, alumni, and greater community. We express this commitment by ensuring the University of North Dakota is a place where everyone knows they belong; a place that embraces diverse peoples, perspectives, and ideas.

This plan will take a collective effort, one in which each of us leads as we are able. As leaders we're defined by the characteristics we embody and the unique perspectives we share with the world. We all have the capacity to lead, as evidenced by our community's civic engagement, sense of responsibility, willingness to try new ideas and adapt—and

most important, our ability to listen to and value the perspectives of others and lead with integrity.

The University Counseling Center

Mission

Offering accessible and confidential mental health and substance use services to support and assist students at the University of North Dakota.

Vision

Empowering all clients to reach their fullest potential by providing a range of therapeutic interventions and growth opportunities.

Values

- **Community:** A spirit of collaboration and connectedness across the University and beyond.
- **Discovery:** An enthusiasm for inquiry, creativity, and innovation.
- **Diversity:** An understanding and appreciation of diverse people, experiences, and ideas.
- **Inclusivity:** A welcoming, inclusive, and supportive environment for all.
- **Lifelong Learning:** A passion for learning, civic engagement, and community leadership.

Internship Training Model, Aim and Competencies

Aims

- To train and develop culturally responsive and competent entry-level psychologist to serve a diverse public in various settings including and beyond a university counseling center.
- To train and develop psychologist with a strong professional identity grounded in science, ethical practice and a commitment to lifelong learning.

The UND UCC Doctoral Internship Program's aim is to train and develop culturally responsive and competent entry-level psychologist skilled in profession-wide competences to serve a diverse public including and beyond a university counseling center. Our general practitioner training model rests in an educational philosophy grounded in scientific principles supporting profession wide competencies interns develop and integrate into their professional identity. It is our aim that interns develop a strong professional identity grounded in science, ethical practice and a commitment to lifelong learning. The training team is committed to providing flexible, challenging, supportive, developmentally appropriate, and respectful supervision and mentorship.

Interns will have experience in intervention, assessment, outreach, supervision and consultation while working with individuals from diverse cultural backgrounds, lifestyles

and identities. The UCC is committed to excellence in providing a range of training activities that scaffold in depth and skill of each intern. Efforts are made to support the individualization of training experiences with respect to the experience, specialty area and professional goals of the intern.

The Counseling Center is aware that professional growth and personal development are intertwined, and consequently is supportive of opportunities for the intern's own personal growth. Upon completion of the internship, the developing professional should have sufficient experience in a university counseling center and general psychology practices to confidently and competently carry out the responsibilities of an entry level health service psychologist in various settings. Or training is focused on the following profession wide competencies:

1. Research
2. Ethical and Legal Standards
3. Individual and Cultural Diversity
4. Professional Values and Attitudes
5. Communication and Interpersonal Skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation and Interprofessional/Interdisciplinary Skills.

Professional Activities

Doctoral Interns will participate in an initial orientation to the Counseling Center during which the interns' initial level of clinical development is determined through discussions between the staff and interns. Professional assignments and supervisory sessions are based upon the interns needs and stated interests to the best effort. Interns meet on a regular basis with the training director to address any concerns or issues pertaining to internship experiences. The UCC provides services in person and virtually.

1. Individual Psychotherapy - The largest quantity of the intern's time involves working in therapy on a one-to-one basis with students in both short and long-term models. The UCC is flexible in providing the most appropriate treatment for the client's needs and presentation.
2. Group Psychotherapy – The UCC offers counseling groups to students each semester. These are often topical, and/or support group based such as stress reduction or the graduate student support group. Interns may participate as co-facilitators with a peer or staff member or conduct groups on their own based on interest, clinical skill and client/student interest.
3. Diagnostic Interviews – Interns conduct intake sessions on a regular basis through which they can develop skills in clarifying presenting problems and

consideration of treatment options.

4. Psychological Assessment – Interns will have opportunities to administer and interpret assessments to support diagnosis and aid in treatment planning. The nature and extent of testing opportunities is determined by past training and experience with specific assessments. Additionally, interns will have exposure to aviation psychological assessments and their unique considerations.
5. Crisis Intervention – Interns provide crisis services and risk assessment to students. Small blocks of time are reserved on all staff and intern schedules for services as a walk in/crisis provider. When not scheduled for a crisis appointment, this time may be utilized for documentation or other administrative duties. These services are provided during the normal workday. There are no after-hours/on call duties at this time.
6. Consultation/Outreach Programming – Interns will provide psycho-educational workshops and participate in campus outreach programming such as Green Bandana (suicide prevention), emotional first aid, stress management and more. In addition, interns serve as consultants to campus members when needed to support the emotional and mental well being of students. Interns are given the opportunity to develop outreach that is relevant to the campus community and to their professional skill and interest.
7. Conducting Supervision – The UCC is a practicum site for students from the UND Clinical and Counseling Psychology programs. Interns can supervise these students supporting a vertical learning model. This supervision is supervised by the intern's supervisor. Supervisors are responsible for giving informal and formal evaluative feedback, in addition to reading and editing progress notes, and providing education and consultation to supervisees.
8. Research – The UCC recognizes the importance of research in the development of a professional psychologist and interns are encouraged and given time to pursue research interests. This might include analysis and writing for dissertation or publication. The time for research may vary noting that times of peak clinical demand may reduce time for research while winter breaks and summer have less demand. Interns participate in journal review and discussion to stay engaged with updated science-based practices. Finally, interns work together complete research of interest that supports the UCC mission and is collaboratively identified and supported with the Doctoral Internship Training Director.

Supervision and Training

1. Individual Supervision – 2 hrs. per week. Interns receive one hour of supervision for every 20 hrs. of work. A primary supervisor is assigned to each intern. To support the intern in experiencing a broad range of theoretical approaches efforts are made to assign the intern a different primary supervisor during the winter break or approximately halfway through the year. Efforts are made to include the intern's preference regarding primary supervisors. Additionally, interns are provided additional supervision to support supervision of interns' supervision of practicum students or regarding clinical work in which another psychologist or staff member has special expertise. Video recording supporting live supervision is a valuable piece of supervision at the UCC.
2. Training Seminar – 8 hrs. per month on average – Training seminar will include a range of advanced topics that will increase in skill and depth as the intern progresses professionally. These may include:
 - a. Counseling in Higher Education
 - b. Assessment
 - c. Supervision
 - d. Mindfulness
 - e. Mind-Body Medicine
 - f. Substance Use/Addiction Counseling
 - g. Aviation Counseling and Assessment
 - h. Application of cultural humility and culturally competent counseling
 - i. Expressive Arts
 - j. Other topics of relevance and interest.
3. Staffing and Case Conference – 2 hrs. per week. The UCC conducts weekly staffing and case conference.
4. Student Health Services Integrated Staffing - On a biweekly basis during the fall and spring semesters the UCC conducts an hour-long staffing with Student Health Services including those providing psychiatry and medication management to clients. This will increase familiarity with a multidisciplinary approach and consultive skills.
5. Group Supervision of Supervision – 1 Hr.

This seminar meets for one hour a week in which interns receive training in the practice of clinical supervision. Training includes a teaching component and direct supervision of the intern's actual clinical practice of supervising.

6. Meeting with the UCC Assistant Director for Training and/or the Doctoral Internship Program Director. Interns meet once at the end of every month. This

meeting is to provide support to interns to discuss their experiences with the internship and other professional development issues and interests.

Estimated Weekly Hours

Individual Counseling	16-20 hrs.
Group Counseling	1 hr.
Crisis Services	3 hrs.
Assessment	(varies based on need and assessment)
Administration/Documentation and Case Management	4 hrs.
Individual Supervision	2 hrs.
Group Supervision of Supervision	1 hr.
Group Supervision	1 hr.
Supervision of Trainee	1 hr.
Supervision Administration	2 hrs.
Training, Seminars, Didactics	2-3 hrs.
Outreach	varies – based on need/scheduling
Research	varies – as described above
Meeting with Assistant Director, Training	1 hr. per month

Diversity and Training

An essential skill as a general practitioner is training and experience working with individuals from diverse cultural backgrounds, abilities, identities and lifestyles. This is a skill and characteristic that is greatly valued at the University of North Dakota University Counseling Center. Identity, ability, cultural, and lifestyle diversity are evident among clients seeking treatment at the counseling center and among the student population. Infused throughout the training program are opportunities to engage with consideration, development, application and growth of these skills. Additionally, we provide focused seminars in which interns are challenged and expected to consider how their own unique characteristics impact the services they provide, develop the skills to serve diverse clients, supervisees and colleagues with cultural humility and develop an active and critically reflective lens to identify areas of growth throughout their professional career.

Eligibility and Application Procedures

Eligibility and Stipend

All course work, practicum experiences and completion of qualifying exams required for doctorate should be completed by the beginning of the internship year. The internship year begins on August 1, 2024, and applications are due by December 1, 2023. The stipend for the 12-month internship is \$40,000. Benefits include holidays, health insurance, use of university libraries including access to scientific journals, and facilities as a staff member. Holidays can be found at <https://campus.und.edu/human-resources/employees/benefits/leave.html>. Students from accredited clinical or counseling psychology programs are eligible. A background check is required post-match.

Application Procedures

The UCC participates in the APPIC Internship Matching Program. Candidates for the internship program should provide the UCC with the following materials by December 1, 2023:

- a. A completed application form – APPIC Application for Psychology Internship (AAPI) form which may be accessed at <http://appic.or/> and clicking on “AAPI Online.”
- b. Curriculum Vitae
- c. Cover letter
- d. Transcript of all graduate work
- e. At least three letters of recommendation (APPIC Standardized Reference Form)

Interview Process

Applicants for interviews are typically notified by phone. Those not offered an interview are informed by e-mail. All interviews will be conducted via Zoom and typically take place in the beginning of February.

The University Counseling Center is seeking membership with the American Association of Psychology Postdoctoral and Internship Centers (APPIC). This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any rank-related information from any intern applicant.

Intern Evaluation and Review

Providing interns with ongoing formative feedback and evaluation is key to facilitating an intern's personal and professional growth. Interns receive ongoing informal evaluation and feedback throughout the year as well as formal written evaluations at specific points during the internship year.

Initial Evaluation

In August, intern's skill levels and experience to date are informally assessed by the Doctoral Internship Program Director and senior staff. This initial assessment is to provide a view of the intern's strengths as well as areas for further development. Interns after familiarization with program aims, goals and competencies of focus for their training year, will be asked to engage in self-assessment. This is done through discussion and completing a written evaluation based on their estimation of their current knowledge and skill. This discussion with support identifying initial training goals.

Formal Evaluation

Interns are formally evaluated by individual supervisors. Interns and supervisors are asked to complete evaluation forms, engage in a substantive discussion of the evaluations and identify new or revised training goals that arise from the evaluations. These evaluations are completed at mid-year and year end points of the internship. At each point that interns are formally evaluated, interns also provide evaluation and feedback of supervisors/trainers and the internship program.

Formal evaluations at the mid-year and year-end points will be shared with the doctoral psychology intern's graduate training director including feedback concerning the intern's progress in the internship program within 10 business days of completed review and discussion of the evaluation between the doctoral intern and the supervisor.

Due Process and Grievance Policy and Procedures for Training Program

Statement of Rights and Responsibilities

Statement of Rights and Responsibilities

Many of the rights and responsibilities of trainees and trainers may already be well understood. The following list is a thorough, though not necessarily exhaustive list of these concepts as they relate to the training program and philosophy of the UCC.

Trainee Rights:

1. The right to a clear statement of general rights and responsibilities at the outset of training.
2. The right to be trained by professionals who behave in accordance with the APA/ACA ethical and professional guidelines.
3. The right to be treated with professional respect, and with the recognition of the professional background each trainee brings to the training placement process.
4. The right to ongoing evaluation that is specific, respectful and relevant.
5. The right to offer ongoing feedback about and evaluation of the training program.

6. The right to initiate an informal resolution of problems that might arise during training (i.e. regarding supervision, case assignment, professional consideration) through a request to the individual concerned and/or supervisor).
7. The right to due process and/or appeal to the Director of the UCC to deal with problems if informal resolution has failed (either with a supervisor, or staff).
8. The right to respect for one's personal privacy.

Trainee Responsibilities:

1. The responsibility to read, understand, and (if necessary) seek clarification of this statement of rights and responsibilities. It is assumed that these responsibilities will be exercised, and their implementation is viewed as a function of competence.
2. The responsibility to maintain behavior within the scope of the APA/ACA ethical and professional guidelines.
3. The responsibility to behave within the principles set forth by the laws and regulations of the State of North Dakota.
4. The responsibility to be open to professionally appropriate feedback from supervisors, professional staff, and agency personnel.
5. The responsibility to behave in a manner that promotes professional interactions and is in accordance with the standards and expectations of the University Counseling Center.
6. The responsibility to give professionally appropriate feedback regarding the training experience.
7. The responsibility to participate actively in the training, service, and overall activities of the UCC.
8. The responsibility to behave in a professionally appropriate manner if Due Process is initiated.
9. The responsibility to actively pursue growth related to the training objectives outlined below.

Training Due Process for Problematic Trainee Behavior

The Director, Assistant Director, and/or Doctoral Internship Program Director and supervisors oversee any disciplinary action associated with training. All potential trainee disciplinary inquiry and action invokes due process to ensure that problems are addressed systematically and that decisions about training are not arbitrary or personally based. To ensure a fair and equitable process, the program must provide:

- Adequate exposure to expectations related to professional functioning in writing and discussed as needed.
- Adequate exposure to processes related to the evaluation of training and performance to include routine evaluation and feedback as part of supervision.

- Clarification to trainees of distinction between “behaviors of concern” and “problematic behaviors”.

PROCEDURE:

Procedures are outlined in the policies that follow this document.

Identifying Problematic Trainee Behavior

Identification of Behaviors of Concern or Problematic Behavior

When there is a concern about the behavior or performance of a trainee, the UCC Director, the Assistant Director of Training and the Doctoral Internship Program Director has the responsibility for making the final determination of whether a behavior is of concern or problematic.

Common behaviors or attitudes of concern. Exhibiting and addressing these behaviors is a common element of training. These behaviors might include, but are not limited to:

- timeliness of paperwork,
- punctuality, and attendance,
- deportment and comportment
- skills deficits that can be effectively rectified by training or supervision.

Problematic behavior is defined as interference in professional functioning in one or more of the following areas. The trainee is unwilling and/or unable to:

- Meet professional standards for their professional behavior.
- Demonstrate professional skills at a developmentally appropriate level of competency. Formal evaluations indicating a lack of developmentally appropriate levels of competency may initiate due process.
- Manage behaviors that are observed to directly affect professional conduct.

Negligence, incompetence, and/or violations of ethical principles or legal statutes are problematic and in rare, extreme cases may be serious enough to bypass remediation and warrant dismissal from training. Examples can include one of more of the following conditions:

- The trainee does not acknowledge, understand, or address a concern when identified by supervisors.
- The trainee does not adequately change or remedy a concern as a result of feedback, direction, or evaluation in a specified period of time.
- The trainee is unable to demonstrate professional skills and reach a level of competency consistent with their level of training in the expected time period.

- The trainee is unable or unwilling to learn and follow the ethical principles of their profession.
- The trainee is unable or unwilling to learn and follow applicable local and federal legal statutes.
- The problematic behavior has the potential for ethical and/or legal ramifications if not addressed.
- The problematic behavior is pervasive, impacting more than one area of professional functioning.
- The problematic behavior negatively impacts the training cohort.
- The trainee's behavior negatively impacts the public view of the agency.
- The quality of services delivered by the trainee is detrimental to the welfare of clients.
- A disproportionate amount of attention and supervision is required of supervisors and training staff to monitor the trainee and welfare of their clients.
- The trainee is unable to demonstrate the ability to control stress and/or emotional reactions which harms professional functioning. Examples of harm include (but are not limited to) the inability to maintain a recovery program in the instance of substance abuse, the inability to keep symptoms of mental health challenges or disorders from interfering with the ability to provide effective therapy, or when personal issues/stresses result in inappropriate counseling/therapeutic responses.

Managing Problematic Trainee Behavior

The UCC is committed to addressing the concern in a timely way and to working toward a positive outcome, which may involve notifying and/or involving the trainee's academic department. Corrective action may include:

- Further training in a specific area.
- Being suspended from meeting with clients or having the caseload limited by the type or number of clients.
- Referral to outside community agencies that can assist in personal or professional help.
- An agreement regarding specific steps to be implemented by the student and/or termination of training.

PROCEDURE:

Informal Review and Resolution

When a counseling services staff member believes that an intern's performance or behavior is problematic, the first step in addressing the issue should be to directly raise the concern with the intern if feasible, appropriate and consistent with the APA Ethics Code. The person who raises the concern should do so as soon as feasible in an attempt to informally resolve the problem. This person

should also share the concern with the intern's direct supervisor who will monitor the outcome.

Formal Review

1. When a person informs the Training Committee, which includes the UCC Director and/or the Assistant Director, Training, Doctoral Internship Program Director, and the supervisor, that intern performance is insufficient and/or a problem behavior has occurred, and informal review has not resolved the issue, or is not appropriate or feasible, a formal review of the intern is initiated.
2. **Notice**
If a formal review is initiated, the trainee will be notified in writing that a formal review hearing will be held within 10 working days of when the review is held and given written notification of the concern presented to the committee, the occurrence of a committee meeting, and specific directives the committee expects the trainee to follow until the review takes place.
3. **Hearing:** Formal review is conducted by the Training Committee within 10 working days of notifying the intern of the concern.
4. **Outcomes:** The outcome of the hearing will be communicated to the intern within 5 working days of the hearing and will include one of the following:

Acknowledgement and no further action.

Informal Action Plan

Formal Remediation Plans

Suspension

Dismissal

Acknowledgment and no further action

Acknowledgment and no further action occurs when the Training Committee members decide by simple majority vote that the internship is aware of the problem, it has been brought to the attention of the intern, the problem is not significant enough to warrant an informal action plan, formal remediation plan suspension, dismissal; and either a) no formal action is required to address the concern or problem or b) the problem needs to be rectified and the supervisor will work with the intern to ensure the problem is rectified

Informal Action Plan.

An informal action plan is implemented when Training Committee decide by simple majority vote that an intern's performance deficits or other problem behaviors present a low risk to stakeholders, the situation is amenable to timely change, the deficits or problem behaviors are more significant than those

appropriate for acknowledgement and no further action, and that no further action could result in the problem worsening without an informal action plan. In the event that a vote results in a tie, the UCC Director will break the tie. An informal action plan may include increased supervision, didactic training, and/or structured readings. This process will be documented in writing and discussed with the Training Committee but will not become part of the intern's professional file. The informal action plan will not be shared with the intern's home doctoral program unless requested by the intern or agreed upon by the intern and the Director of Training. Progress reviews will be conducted as part of the intern's action plan within a specified timeframe. One or more progress reviews may be conducted.

Formal Remediation Plan

A formal remediation plan will include the following:

1. The actual behaviors or skills associated with the problem.
2. The specific actions to be taken for rectifying the problem.
3. The time frame during which the problem is expected to be ameliorated.
4. The procedures for determining whether the problem has been appropriately remediated.

If a simple majority (with or without a UCC Director tie breaker) votes to implement a formal remediation plan, the plan will be developed by the Assistant Director of Training or Doctoral Internship Training Director, Training Committee and the intern's Supervisor. A formal remediation plan will include communication to the graduate program, one or more specific time periods for progress review, criteria for resolving the remediation plan successfully so the intern exits the remediation and consequences if the remediation plan is not completed successfully.

Process for Implementing remediation plans

The process for implementing the formal remediation plan is as follows:

1. The supervisor (or a designated member of the Training Committee) verbally informs the intern that formal remediation procedures will be implemented and shares the formal remediation document with the intern within 5 working days of the review decision.
2. The formal remediation plan is placed in the intern's file. This decision will be documented in writing, and the Assistant Director of Training or Doctoral Internship Program Director will forward a copy of the document to the home doctoral institution within ten (10) working days of sharing the document with the intern.
3. The Assistant Director of Training or Doctoral Internship Program Director will share and discuss the formal remediation plan with the parties involved

including the intern primary supervisor in addition to the Director of Clinical Training (DCT) of the home doctoral institution within ten (10) working days of sharing the document with the intern.

4. The formal remediation plan will state the specific behavioral conditions for the continuation of the internship, if the intern is suspended from some or all of their activities until specified steps are taken, and criteria needed to resolve the remediation successfully and time periods for progress review, and deadlines for completing these criteria.

Formal Remediation Plan Progress Reviews

Progress reviews will be conducted as part of the intern's remediation plan within a specified timeframe. One or more progress reviews may be conducted.

A formal evaluation of progress under the remediation plan will be conducted by the Assistant Director of Training and/or the Doctoral Internship Program Director, Training Committee, and the intern's supervisor and will ultimately decide by simple majority, with a tie breaker by the Assistant Director of Training or Doctoral Internship Program Director, if necessary, whether to do the following:

1. Resolve the formal remediation plan upon its successful completion;
2. Reduce the formal remediation plan to an informal action plan;
3. Extend the formal remediation plan for a later formal remediation evaluation with or without progress reviews
4. Terminate the intern's involvement in the internship and notify the intern's graduate program and APPIC. University North Dakota Human Resources will be notified and ensure steps taken are in accordance with all UND and North Dakota University System policies. The intern will need to complete the normal procedures for ending internship including completion of all client documentation. The evaluation decision will be forwarded to the UCC Director for approval. If the UCC Director approves, it will be implemented. If the UCC Director does not approve, the Director will join the Assistant Director of Training, Doctoral Internship Program Director, Training Committee and the intern's Supervisor for another remediation plan evaluation vote, which will be resolved by simple majority, with a tie breaker by the UCC Director if necessary.

The formal remediation plan evaluation decision will be documented in writing and will be shared with the intern within ten (10) working days of the meeting. This documentation will become a part of the intern's professional file. The decision will be shared with the intern's home doctoral institution. If the decision involves continuation in the training program, the Assistant Director of Training or Doctoral Internship Program Director may assign a new clinical supervisor and meet with them to plan the monitoring of the conditions in the decision. If the Doctoral Internship Program Director is the supervisor of intern, the UCC

Director will take up the role(s) of the Program Director of Training, listed above. Any time limits listed above may be extended by mutual consent within a reasonable timeframe.

Procedures of Filing an Appeal

A trainee must have the opportunity to appeal the actions taken by the program in regard to identified problem behavior. The following are guidelines for a trainee to respond to remediation-oriented actions, including timeline for responses:

- A trainee may, within ten (10) days of the communication of formal remediation plan evaluation decision, submit a letter to the supervisors, training manager and or Director requesting an appeal on the following grounds:
 - Denial of the described due process granted to the trainee in any part of the evaluation procedure
 - Denial of the opportunity to fairly present data to refute conclusions drawn in the evaluation
- Within five (5) working days of the receipt of the appeal request, the supervisor and/or Doctoral Internship Program Director, Assistant Director, and/or Director will convene an Appeals Committee consisting of two UCC staff members and two professionals from their academic department selected by the trainee that were not included in the process. This may include the supervisor of Intern.

The procedures invoked for a special fact-finding review by the Appeals Committee are as follows: Note: UCC has limited supervisors that have multiple roles at UCC, when possible, the UCC Director and Supervisor are not included in the appeals committee, but this cannot be guaranteed.

- The trainee and their supervisor or the staff members involved will be notified that a special review meeting will be held.
- The Appeals Committee may request the presence of a written statement from individuals as it deems appropriate.
- The trainee may submit to the Appeals Committee any written statements they believe to be appropriate, may request a personal interview, and/or may request that the Committee interview other individuals who might have relevant information. The supervisor or staff member involved will also be afforded the same opportunity.
- Following the fact-finding review, the Appeals Committee or designated member will communicate the summary of their findings and any recommendations to the Director of UCC, within two (2) working days of the end of their deliberation.
- Following the review by the Appeals Committee, the Director takes appropriate action. Such action is not limited to, but may take the form of any of the following:
 - Accept the supervisor's or staff member's report of problematic behavior(s) and recommend a program of remediation

- Request an addendum be added to be written to include specific changes in the statement of problems or recommendations by the supervisor or staff member involved.
- Request that the Appeals Committee add an addendum to the report of the supervisor or staff member.
- Place the trainee on a formal remediation plan for a specific time, during which changes in the trainee's professional functioning according to the identified remediation program are to be implemented.
- Recommend dismissal of the trainee from the training program
- Ultimately, the Director of UCC will need to make a final decision based on the facts, client care impacts and ethical consideration.

Procedures of Trainee or Doctoral Intern Filing a Grievance

The staff of the UCC agrees to interact with trainees in a manner that is consistent with ethical guidelines and free of discrimination or harassment of any form.

Any trainee who experiences unethical behavior, discrimination, or harassment perpetrated by any member of the UCC can initiate a **grievance**. The trainee has the right to seek legal advice or counsel at any time. Costs are not covered by UCC and UCC will work with appropriate UND resources should a grievance be filed that involves a UND employee.

PROCEDURE:

1. Document the grievance in writing, specifying:
 - a. what was said,
 - b. what was done and
 - c. when it occurred
 - d. where it occurred.
2. Notify the Director, Assistant Director of Training and/or supervisor.
3. Grievances may be filed in two ways:
 - a. according to procedures outlined in the Code of Student Life
 - b. contacting the UND Affirmative Action Officer.

Conflict Resolution in Training

Trainees may experience dissatisfaction while training at UCC. It is expected the trainees will be encouraged to pursue resolution of these conflicts or dissatisfactions positively and constructively. A trainee may wish to discuss the circumstances with their advisor or another faculty member, but it is the responsibility of the student to work towards successful conflict resolution using the following protocol.

PROCEDURE:

1. The trainee is encouraged to first discuss the concern with the person involved.

2. If a satisfactory resolution is not found, the trainee is encouraged to bring the concern to the supervisor, Doctoral Internship Program Director or assistant director.
3. The UCC staff member is also encouraged to bring the conflict to the supervisor, Doctoral Internship Program Director, assistant director or Director.
4. If a resolution is not found, the trainee would then be asked to submit documentation to the Assistant Director or Director.
5. After review, a response will be given to the trainee in writing about next steps and possibly a conflict management specialist may be asked to assist UCC for further assistance.