

# MSPP Consortium Training Manual

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## **INTRODUCTION**

The purpose of this manual is to provide important information about the exclusively affiliated MSPP Internship Consortium in Clinical Psychology and to help facilitate adjustment to the role of intern in this program.

From the very beginning, MSPP was designed as a practitioner or professional model of training. The program deems training in professional psychology to be most effective when theoretical learning and practical applications occur simultaneously, and their integration is actively facilitated as part of the learning process.

The exclusively affiliated MSPP Internship Consortium in Clinical Psychology extends this imperative by providing a range of well-coordinated professional training experiences across five training sites in the community. For two years, either at one agency/institution or at two different institutions, interns spend 27 hours per week at consortium internship sites. Included in this time is attendance at shared weekly consortium training seminars held at MSPP, led by MSPP Associate Director of Training and taught with supervisors from the different sites as well as by MSPP faculty members and guest presenters. A total of 2000 internship hours, in no more than 24 months, is required.

## **ORIENTATION**

The Consortium Director will meet with the interns for a Consortium orientation during the first week of each training year. Included in this will be a thorough manual review.

Internship sites are required to have a procedure for intern orientation. Sites are responsible to conduct orientation for interns within the first two weeks of the training year.

## **ADMINISTRATIVE DUTIES**

Consortium interns are required to meet professional obligations in a timely and responsible manner. Paperwork related to client clinical work, such as progress notes, intake evaluations, termination summaries, etc., as well as clerical tasks related to the internship, such as weekly schedules, must be kept current.

Interns are required to attend and participate in both on-site training seminars as well as Consortium seminars held at MSPP.

Interns may have other administrative duties described in on-site internship manuals.

## **COMMUNICATION WITH ACADEMIC PROGRAM**

During the selection process the MSPP Director of Training/Consortium Director will verify the intern candidates' readiness for internship. Interns who have successfully been reviewed by the MSPP Internship Readiness Review Committee (IRRC) will meet this standard.

When a candidate has been accepted and receives a formal internship offer, the Consortium Director will submit written notification to the MSPP Field Education Office. This notice will list all accepted internship consortium candidates and their designated training site.

Prior to beginning the internship, the Consortium Coordinator will attend the intern's Assessment and Planning Conference at MSPP. At this meeting, individualized intern training goals for the forthcoming training year will be determined. Interns will complete a Field Placement Contract (Appendix 1) in collaboration with the Consortium Director, their academic advisor and the internship Consortium Coordinator. This contract outlines the formal parameters of the training requirements and responsibilities, including procedures for intern evaluation.

In addition to written evaluations during the training year (Intern Evaluation) (Appendix 6), the Consortium Director consults with the primary supervisor in the Fall, to assess whether the intern is at the anticipated level of performance at that time. Additionally, informal telephone and e-mail contact may be initiated as needed by the Consortium Director, Consortium Coordinators or internship site supervisors and the academic program. If interns experience problems with the training program, they are expected to speak directly to their internship site supervisor(s) and/or site Consortium Coordinator and/ or the MSPP Consortium Director.

At the end of the training year, in addition to the Intern Evaluation, site supervisors are required to attend the intern's MSPP Assessment and Planning Conference. At this time, they are asked to outline the intern's progress, any site concerns, and recommend future training goals. These are recorded in writing by the academic advisor who chairs this planning meeting.

## **COMPENSATION AND BENEFITS**

Interns are required to complete a minimum of 1000 hours per training year and a minimum of 2000 hours in no more than 24 months. Consortium sites require 27 hours per week for 10 months annually. Compensation and benefits are described on a yearly basis and are consistent across all sites.

## **Salary**

The salary for a part-time intern is \$8500 per training year. Each intern carries the formal title of “Intern”. The part-time internship position is 27 hours per week for 40 weeks, not including vacation time.

## **Benefits**

Interns will receive the following benefits listed below for each of the two training years:

1. Vacation time: Interns receive the equivalent of 2 vacation training weeks annually. The Consortium Coordinator must be notified in advance and vacation time approved. Interns are to follow site-specific administrative procedures in requesting this time away from the site.
2. Sick leave: Sick leave is accrued at the rate of 4 hours per month, resulting in 6 days during a training year. Sick leave may be used as it is accrued. Site-specific policies and procedures must be followed administratively. Interns may not use sick leave in lieu of vacation time.
3. Holidays: Interns have 9 holidays annually: Labor Day, Thanksgiving (2), Christmas (3), New Year’s Day, Martin Luther King Jr. Day and Memorial Day.

## **DUE PROCESS**

As specified in the MSPP Policy and Procedure Manual (Appendix 3) it is the responsibility of the intern to report to the Consortium Director and his/her academic advisor any problems arising in the internship, including individual or personnel difficulties, as well as difficulties with changes in site structure or contracts. It is in everyone’s best interest that such problems are dealt with early in the process. The Consortium Director will consult and investigate the problems identified by the intern related to the internship site. If circumstances at an internship site change appreciably and internship requirements cannot be fulfilled, the intern may request that the Consortium Director change their training site. The Consortium Director will address the issues directly with the site and make a determination regarding removal of an intern and/or termination of the site as a viable consortium member.

During the course of an internship, site supervisors and/or training staff may indicate in written evaluations and/or verbal communication, that an intern’s performance is inadequate or problematic. MSPP interns are expected to sustain an overall attitude of receptivity to all sources of personal and professional learning during the course of

professional training. These attitudes and attributes include, but are not limited to those that are enumerated in the MSPP Policy and Procedure Manual (Appendix 3E). Likewise, an intern might indicate that a consortium supervisor or staff member demonstrates problematic behavior.

In either case, these complaints will be taken seriously and responded to promptly. Interns and staff are required to inform the Consortium Director of their concerns. They will be instructed to first independently attempt to discuss the issue(s) directly with the person(s) with whom they take issue. It is hoped that the parties will work to resolve the issue in a manner satisfactory to both.

The following grievance procedures exist to aid in problem resolution if a satisfactory outcome cannot be derived in the manner described above.

**Procedures which can be initiated by an intern:**

Interns may consult with the Consortium Director, the MSPP Director of Field Education and/or the MSPP Dean of Students for informal dispute resolution. If an intern has a problem with a supervisor, internship Consortium Coordinator, Consortium or internship training staff member that could not be resolved through discussion with that person, the MSPP Internship Consortium Director will meet with both parties to provide consultation, mediation and resolution of the problem. The Consortium Director will document in writing the nature and outcome of this meeting and share this information with the internship site Consortium Coordinator and the MSPP intern's academic advisor. If the issue is with the Consortium Director, the MSPP Dean of Students will assume the mediation role.

If resolution cannot be achieved and the intern still has a grievance, the MSPP Director of Field Education will review the grievance, gather appropriate information regarding the grievance and inform the intern of its findings. Recommendations will be made to the Consortium Director and internship site Consortium Coordinator. If the intern is dissatisfied with this decision, an appeal can be made to the MSPP Dean of the Psy.D. Program, who will make a final determination.

**Grievances initiated by internship staff about an intern:**

Any internship staff member that has a concern about an intern's professional manner has the responsibility to provide feedback to the intern about how they are not appropriately performing. The clinical supervisor should be informed if this discussion does not resolve the identified problem/concern; the supervisor should then discuss the concern with the intern in a supervisory session. If the supervisor is the staff member identifying the concern, the internship site Consortium Coordinator should then discuss the concern with

the intern in a supervisory session. The intern will be provided a time frame for remediation of the problem, as well as the possible consequences if not resolved within the allotted time period. The internship site Consortium Coordinator should always be informed of the problem and the remediation plan.

If the problem persists and remediation fails, the supervisor and/or Consortium Coordinator shall inform the MSPP Consortium Director of the situation. The Consortium Director shall inform the intern's academic advisor, who will convene an intermediate Assessment and Planning conference with the intern, supervisor and/or Consortium Coordinator and Consortium Director. Written documentation of unprofessional behaviors will be provided, an Notice of Difficulty (Appendix 4) completed if a violation has occurred according to the MSPP Guidelines on Professional Behavior (Appendix 3), as well as documentation of conditions that must be met for the intern to remain at the internship site and resume normal internship status. A time period for further remediation will be established, as well as the date for future review by the internship staff. Failure to remediate will result in referral to the Academic Policies and Standards Committee (APSC) at MSPP as well as referral to the internship staff as to disposition related to internship status. The intern, site Consortium Coordinator, MSPP Consortium Director and academic advisor will sign and date the documents, of which the intern will be given copies.

Should an intern commit a felony, have sexual contact with a client, or perform any other serious violation of ethical conduct, she/he will be immediately suspended from the internship. Further disposition, which may include reporting the incident to other outside agencies, will be determined by the internship staff and the MSPP Academic Policies and Standards Committee.

If the intern has a grievance with any of the processes described above, he/she will be directed to pursue their concerns with the MSPP Dean of the Psy.D. Program. The MSPP Vice President of Academic Affairs will be responsible for the final decision if the MSPP Dean of the Psy.D. Program is unable to resolve the matter.

### **Problem Remediation Options**

Identification of the intern's problem must be followed by meaningful ways to remediate difficulties. The following consequences may occur, depending on the level of severity/impairment. As part of any of the options discussed below, the temporary reduction or elimination of client contact may be recommended and/or required. If this occurs, the primary supervisor in consultation with the internship staff will determine the intern's ability to resume case-related privileges and responsibilities.

*Verbal Warning* This represents the initial identification of the problem and the discussion about which inappropriate/unprofessional behaviors must be modified.

This is an educational intervention which takes place in supervision and may result in change of focus in supervision.

Written Warning This documents the problem behavior and instructs the intern that the behavior must be altered. The “complaint” will be stated in writing and statements by all parties involved will be included. A copy of this written warning will be placed in the intern’s MSPP field placement file.

Probation An intern may be placed on probation in a time-limited, remediation-oriented way. During the probationary period, the intern will be more closely monitored by the primary supervisor and in consultation with the entire training staff. In some cases, a recommendation that the intern seek personal therapy may be a probationary condition. Termination of probation will occur upon review by the internship staff and determination that the intern has demonstrated improved functioning. The intern and the MSPP Consortium Director will be notified immediately when an intern is placed on probation and when the probationary status is terminated.

Extension of Internship When some, but not sufficient, progress toward remediation has been made prior to the end of the internship, the internship staff may allow/require the intern to extend their time at the internship site in order to satisfactorily complete the internship.

If this does not occur, the intern may not receive credit for the internship and thus may need to complete an additional internship at an alternative site. The Consortium Director and academic advisor will be consulted/notified of the situation.

Suspension and Dismissal Severe ethical violations, where clients are deemed in imminent danger, where unprofessional behavior is significant, or when noted inappropriate behaviors documented as part of probation remain unchanged, a recommendation for suspension of agency/internship privileges may result. This decision, which may involve a leave of absence from the site or recommendation for termination from the training program, will be made by the internship staff and documented in writing to the Consortium Director. The Consortium Director will notify the academic advisor and the MSPP Academic Policies and Standards Committee. The intern will receive immediate notification, the written documentation and a reminder of the appeal and grievance procedure.

## **ETHICAL STANDARDS**

Consortium interns are expected to abide by the MSPP Guidelines on Professional Behavior (Appendix 3) which espouse the expectation that students/interns will sustain an overall attitude of receptivity to all sources of personal and professional learning during the course of professional training. This academic policy includes an overall knowledge,

appreciation and acceptance of the ethical standards and guidelines for the practice of psychology.

The MSPP Consortium expects all internship site staff members to be familiar with the APA Ethical Principles of Psychologists and Code of Conduct, relevant professional state guidelines and Federal Statutes, including HIPAA, which apply to the practice of applied clinical psychology. The internship site staff will assist interns to learn about ethical considerations and dilemmas related to their clients, in both individual and group supervision. In addition, understanding is deepened as a result of the MSPP Ethics, Standards and Professional Practice course which focuses on ethics cases and their application to clinical practice.

Interns are expected to review legal and ethical statements with clients during intake sessions (such as those related to confidentiality and informed consent), provide appropriate disclosure statements and conduct themselves in an ethical manner at all times.

Interns are expected to be knowledgeable of the following codes of ethics and professional guidelines:

APA Ethical Principles and Code of Conduct (2002)

<http://www.apa.org/ehitics/code2002.html>

APA Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations

<http://www.apa.org/pi/oema/guide.html>

Massachusetts Board of Registration Regulations for Health Service Providers

<http://ma.bor>

Massachusetts Mental Health Law

Tarasoff versus Regents of University of California: Psychotherapist's obligation of confidentiality versus the duty to warn., 13 C. 3d 177, 529 P.2d 533, 118 Cal. Rptr. 129 (1974)

<http://ncbi.nlm.nih.gov>

HIPAA (Health Insurance Privacy and Portability Act)

The Internship Consortium adheres to the APA Ethical Standards as well as the relevant professional psychology licensing laws.

## **MULTIPLE ROLE RELATIONSHIP GUIDELINES**

Faculty members who also serve as Consortium Internship staff are clear about the potential for complicating dual relationships. The MSPP Dean of Students, the Dean of the Psy.D. program, as well as the Consortium Director are available for consultation and intervention if a situation warrants this to handle a possible dual relationship issue. Students/interns do have options as to which faculty instructors and to which internships they choose to apply.

## **PROGRAM STRUCTURE:**

The MSPP Consortium internships consist of 27 hours per week (“half-time”) internships. Interns are required to complete a minimum of two thousand supervised hours in no more than twenty-four months. Interns will complete two different yearlong half-time internships of one thousand hours each or remain at a site for two consecutive years of half-time training.

The interns’ experiences in each year’s internship site are designed to provide a two-year training sequence that provides a comprehensive experience to develop areas of specialty and interest, building on generalist training preceding the internship. The primary training method is experiential. Interns are mentored in developing a professional self and acquiring professional skills, learning via didactic seminars, role-modeling, audio-taping, observational learning, and supervisory experiences. MSPP faculty as well as internship staff supervisors afford interns the opportunity to be surrounded by practicing psychologists. Interns observe supervisors and other professionals presenting cases for discussion, as co-therapists, and as group leaders/facilitators. They can observe supervisors working with patients/clients, conducting intake assessments, providing consultation to other health professionals, as well as utilizing other therapeutic interventions.

The Internship Consortium Training program is directed by the Consortium Director who organizes the training activities and resources. The two year training sequence is comprised of seminars held on a weekly basis at MSPP which is led by the MSPP Associate Director of Training. The Professional Practice, Diversity and Difference Seminar covering topics such as diversity and difference, ethics, professional practice, licensing, post-doc training, self-care, evidence-based practice, etc. meets weekly for two years and provides time for professional socialization among interns. Additionally, training includes several yearlong weekly didactic/experiential/observational seminars at each of the internship sites.

The two-year internship training experience is coordinated utilizing an Assessment and Planning (A & P) conference. The intern's academic advisor chairs this conference. The Consortium Coordinator and/or primary supervisors from both internship sites (present and future) are in attendance. The intern, a selected peer, as well as another faculty member also attend this conference. During this conference, goals are developed for the intern's forthcoming subsequent internship year and competencies assessed from the previous year of experience and training. After the first internship year, student interns should achieve a rating of 3 or higher in all competency areas. At the end of the internship, student interns should have achieved 4 or higher on their ratings. A certificate of completion (Appendix 9) is awarded at the end of the 2000 hour internship.

Sites complete a Willingness to Participate form (WTP), (Appendix 10). Interns are expected to experience substantial breadth and depth of training and diversity of service activities during the two years of consecutive half time internship. A well-coordinated, planned, structured sequence of supervised training characterizes the two-year half time internship.

### **TRAINING PLAN: PHILOSOPHY**

The philosophy of the MSPP Internship Consortium in Clinical Psychology embodies four major components: the half-time internship integrating didactic learning and field-based experiences; the developmental model underlying the NCSPP core competencies (Appendix 6); the consortium structure; and the practitioner-scholar model.

The MSPP Internship Consortium in Clinical Psychology represents an essential, compatible component of the training philosophy and mission of the MSPP to which it is exclusively affiliated. This model of training adheres to a philosophy that develops professional competency through an active integration of didactic and applied experience. The MSPP Internship Consortium's foundation pairs rigorous academic instruction with substantial clinical experience simultaneously, integrating the two in both classroom seminars and field-based supervision. The value of bringing classroom learning to the field training site and staff is equaled by the importance of bringing "live" clinical material from the field experience into the classroom. Both are the richer as a result of the cross-fertilization.

Two year half-time internship training is necessary to accomplish this goal and is a unique and important asset of this model. Thus, the half-time structure of the MSPP Internship Consortium supports the core of MSPP's training philosophy. MSPP is committed to the development of professional psychologists who are knowledgeable about and sensitive to issues of individual differences throughout all ranges of human diversity. Through the Internship Consortium we seek to further the trainee's experience with underserved and multi-faceted populations and to develop practitioners who have a sustained capacity and

commitment to improve the human condition through the application of carefully developed professional talents.

The MSPP model of integrated half-time internships necessitates that MSPP interns train in local sites that are closely affiliated with the school. The consortium model allows sites to pool financial as well as administrative and educational resources. With the organization and economic support available through the MSPP consortium, some sites with large underserved populations, which might not have had the resources independently, are able to train future health professionals.

The Internship Consortium has been designed to provide a comprehensive training experience which assures the development of knowledge, skills, and attitudes across the basic areas of Professional Psychology. Formal training in the areas of assessment, intervention, consultation, applied clinical research; supervision and administration comprise the core of the Internship experience. Interns participate in a full range of professional activities consistent with their individual level of development and learning.

The consortium structure is another important philosophical component underlying the internship and the school. This structure allows for the availability of varied experience with patient populations and treatment modalities, in diverse communities and service systems while maintaining a community of structure and work-related involvement for trainees. Importantly, the consortium model facilitates the sharing of resources which enhances the training opportunities for interns, making possible some training opportunities at sites that may not have the resources alone to support internship training.

Staff psychologists from a variety of theoretical orientations utilizing various treatment modalities provide supervision and are involved in training seminars and clinical case conferences. Interns participate in site-specific relevant institutional activities as valued psychologists-in-training. Training is enhanced by the coordination and integration of educational classes at MSPP utilizing direct observation (case presentation; audiotape), as well as on-site observations by field supervisors via co-therapy or taping.

Another important philosophical component that is part of the MSPP educational model that is supported by the MSPP Internship Consortium for Clinical Psychology is the practitioner-scholar model, described by Peterson et.al., 1997 (Appendix 6). This model, which underlies the philosophy of MSPP and the Internship Consortium, emphasizes the integration of practice with scientific inquiry. Student interns are trained to be good consumers of research, to value reflective and critical thinking, and to realize the importance of empirically supported treatments. The Consortium sites promote this in their training seminars and supervision, and site supervisors often serve as discussants on intern's doctoral projects. The Professional Issues Seminar (Appendix 7) supports this model by including a presentation on evidence-based treatment and serves as a forum for interns to present their doctoral research projects.

The MSPP Internship Consortium is based on a competency model of training. The goal of the internship is to intensify and expand the interns' development in these areas. Competency in the areas specified by the NCSPP (Relationship, Assessment, Intervention, Supervision and Management, Consultation and Education, Research and Evaluation, Diversity and Ethics) provides an important measure of the Internship Consortium objectives. The primary goals of the MSPP Internship Consortium address the need for the intern in training to develop and deepen competency in these core areas of applied psychological services. This occurs by offering increasingly more challenging experiences as well as a higher level of responsibility as the intern matures professionally.

## **DIRECT SERVICE**

*Relationship competency* may be achieved through the initial internship search (i.e., the interviewing process itself), as well as through peer relationship with other interns, supervisory and professional relationship with staff, as well as via client contact.

*Assessment competency* is furthered by the administration of psychological tests and report writing, as well as diagnostic interviewing and client and program evaluation.

*Intervention competency* is addressed in the variety and diversity of clients seen, as well as the variety of treatment approaches and modalities of treatment utilized. Psychotherapy is conducted at all internship sites and many involve individual, group, couple or family therapy and may be brief or longer term. Crisis intervention is often part of internship experiences, either formally as part of the service responsibilities or informally as they occur during ongoing therapy.

*Consultation and Education competency* is addressed during internships through supervised clinical consultations to schools, parents, court systems, primary care physicians, other mental health professionals, faculty and the like, depending on the site. Also, psycho-educational opportunities are available through group interventions.

*Supervision and Management competency* is met as interns consult weekly with assigned practicum interns on a one-to-one basis. This supervisory experience is discussed in a supervision group with other supervising interns and led by an MSPP faculty member.

*Research and Evaluation competency* is viewed through clinical case presentations given by the intern in their interdisciplinary clinical setting, as well as through traditional research, doctoral projects, and program evaluation opportunities.

*Ethics competency* is demonstrated by the application of the current Ethical Principles of Psychologists and the Code of Conduct of APA (Appendix 2) in the analysis of ethically problematic situations addressed in the internship site in supervision and trainings and in

the Consortium Professional Issues seminar.

*Diversity competency* is demonstrated by an awareness and practice according to the APA Multicultural Guidelines (Appendix 3) and in so doing, promoting multicultural skills and competencies in practice. Weekly Consortium Seminar facilitates personal and professional awareness.

The MSPP Internship Consortium, committed to high quality training in professional psychology, is designed to facilitate the accomplishment of the following eight internship goals.

## **GOALS AND OBJECTIVES**

### **I. Development of Psychological Testing/Diagnostic Assessment Skills**

- The intern will be able to gather appropriate history and background information on clients and make appropriate diagnostic formulations.
- The intern will be able to recommend the appropriate treatment, testing and/or referral.
- The intern proficiently chooses, administers, and interprets commonly used tests in his/her area of practice.
- The intern writes a well-organized psychological report, answering the referral question clearly and providing the referral source with specific recommendations for patient care.

### **II. Development of Psychotherapeutic Intervention Skills**

- The intern will be able to establish and maintain an appropriate therapeutic relationship with clients.
- The intern will be able to conceptualize client's problems in a theoretical framework and have awareness of different theoretical models and the rationale for choosing each.
- The intern will be able to select and implement appropriate empirically validated therapeutic techniques.

### **III. Establishment of Appropriate Professional Relationships/Development of Professional Identity**

- The intern will be prepared for supervision, and possess the ability to accept and utilize feedback from supervisors.
- The intern will demonstrate professional demeanor/attitude and behavior.

### **IV. Culturally Competent Work with Diverse Populations**

- The intern will possess the knowledge, skills, and attitudes to provide culturally competent psychological services.

#### **V. Ethical Standards of Practice**

- The intern will have the ability to determine which ethical standards to apply in particular situations and adhere to those standards.
- The intern will demonstrate an understanding of relevant state and local laws, their interaction with the APA Ethics Code and their application to professional practice.

#### **VI. Development of Consultation, Education, Program Development and Evaluation Skills**

- The intern will demonstrate knowledge, skills and attitudes appropriate for consultation.
- The intern will develop knowledge, skills and attitudes for effective psycho educational service delivery.
- The intern will become familiar with common methods of program development and evaluation and how those are applied at the training site.

#### **VII. Development of applied research skills**

- The intern will incorporate research/professional literature with clinical practice.

#### **VIII. Development of Supervision Skills**

- The intern will effectively establish a supervisory relationship and show an ability to give constructive feedback to a supervisee.

The MSPP field education consortium model was developed to provide a new way to train psychology students. It is not totally dependent on the exclusive resources within training sites. Academic faculty and institutional resources partner together with community settings and populations. The school takes responsibility to organize and manage the affiliation and viability of the sites. The MSPP Director of Training, a licensed psychologist/health service provider, who holds a diplomate from the American Board of Professional Psychology, serves as the MSPP Internship Consortium's Director. She maintains overall administrative responsibility for Consortium activities. The Consortium Director meets with the interns in a monthly support group, meets quarterly with Internship site Directors of Training, and with Consortium training supervisors on an annual basis. Further, the Consortium Director is responsible for the administration of the intern selection process and internship and site/supervisor evaluations. Group seminar scheduling is likewise coordinated by the MSPP Consortium Director.

The MSPP Field Education/Consortium Office is designed to ensure a comprehensive training experience, committed to intern development of knowledge, skills and attitudes across the basic areas of professional psychology. Formal training in the areas of patient assessment, intervention and consultation along with applied clinical research, supervision and administration comprise the core of the Internship experience. The training

orientation takes precedence over service delivery, which is primarily experiential learning-oriented.

The educational program, in both its classroom and field training components, adheres to a philosophy that develops professional competency through an active integration of didactic and applied experience. The Field Education/Consortium Office extends this imperative by providing a range of well-coordinated professional training experiences across a number of training sites in the community. Some interns rotate through two different sites during the course of a two-year, half-time training experience, while others remain at one site for two half-time training years. Interns work with diverse clinical and cultural populations, psychosocial perspectives and professional and theoretical orientations. The intern is helped to integrate these experiences through academic coursework designed for this purpose and through faculty advising and field supervision.

The primary training goals of the field training program at MSPP address the need for the Professional Psychologist in training to develop and deepen competency in the core areas of applied psychological services. The program espouses a model of generalist training while creating opportunities for the development of specific areas of proficiency through training in unique settings, and/or with specialized populations.

The goal of the internship consortium is to intensify and expand the students' development in these areas. This occurs by offering increasingly more challenging experiences as well as a higher level of responsibility as the intern matures professionally. Students participate in a full range of professional activities at these sites, consistent with the individual student's level of development and learning. The consortium structure allows for the availability of varied experience with patient populations and treatment modalities, in diverse communities and service systems while maintaining a continuity of structure and work-related involvement for trainees.

The internship experiences, characterized by depth, breadth and intensity, are sequentially structured, planned and professionally supervised. Interns receive a minimum of two hours per week of regularly scheduled, face-to-face, individual supervision and minimally, one hour of additional group supervision. Four hours of additional training experiences occur weekly, of which four hours a year must involve structured learning activities on issues related to racial/ethnic bases of behavior with a focus on people of color (Massachusetts Health Service Provider requirement). To integrate the interns' experience, interns attend MSPP classes in Advanced Theory, Ethics and Professional Practice, Research and an Advanced Clinical Seminar on Supervision during their two-year half-time training sequence, as well as other required and elective courses.

The Massachusetts School of Professional Psychology is committed to the development of professional psychologists who are knowledgeable about and sensitive to issues of individual differences throughout all ranges of human diversity. Through the Internship

we seek to further the trainee's experience with underserved and multi-faceted populations and to develop practitioners who have a sustained capacity and commitment to improve the human condition through the application of carefully developed professional talents. All interns are participants in a training seminar on Professional Practice, Diversity and Difference which is a two year weekly didactic and case presentation-oriented structured learning activity.

## **CRITERIA FOR CONSORTIUM SITES**

1. In order to be approved as a Consortium internship site, the following basic requirements must be met:

- Designate a site Consortium Coordinator, who completes a current Willingness to Participate (WTP) form. This provides data about the training experience the internship can offer. These must be updated yearly.
- Provide a training experience of a minimum of 1000 hours in no less than 10 months. A minimum of 25% and a maximum of 60% of the intern's time must involve face-to-face direct clinical service.
- Provide an orientation to the site: a formal introduction to the agency's system of operation, administratively, organizationally, structurally, etc.
- Provide a minimum of two hours of weekly individual supervision by a licensed psychologist. Provide a minimum of one hour of weekly group supervision by a licensed mental health professional.
- Assign a designated primary supervisor, a licensed psychologist who must take responsibility for coordinating and overseeing the intern's program and for being the site's liaison to the Consortium and MSPP. This includes timely completion of an intern's Supervisor Evaluations and attendance at the intern's Assessment and Planning Conference.
- Provide a minimum of two hours of regularly scheduled weekly structured learning activities which are instructive in nature, topical or thematic and not directly service-linked.
- In addition, the internship sites must meet all of the Requirements for MSPP Internship approval, APA and APPIC below:
  - Training must occur in an organized training program in contrast to on-the-job- training. It must be designed to provide the trainee with a planned, programmed sequence of training experiences.
  - The training program must have a clearly designated staff psychologist who is responsible for the integrity and quality of the training program.
  - The internship agency must have two or more licensed psychologists on staff as supervisors.

- Supervision must be provided by a staff member of the training agency who carries legal and clinical responsibility for the cases being supervised. At least half of the required supervisory hours must be provided by one or more licensed psychologists.
- The internship must provide training in a range of assessment and treatment interventions conducted directly with patients seeking health services.
- The training must be at a post-clerkship, post-practicum, post-externship level
- The trainee must have a title such as “Intern,” or other designation which indicates his/her training status.
- The internship agency must have a written statement (Willingness to Participate Form) or brochure that describes the goals and content of the internship, that states clear expectations for quantity and quality of trainee’s work and that is made available to prospective interns.

These criteria are consistent with requirements for Massachusetts psychology licensure and Health Service Provider Certification, as well as those of the National Register of Health Service Providers.

2. The internship site must demonstrate a philosophy that is consistent with that of the Consortium:

- half-time integrated model
- developmental model underlying NCSPP core competencies
- consortium approach/shared resources
- practitioner-scholar

3. The internship site agrees to have interns participate in weekly Consortium training seminars at MSPP. Site supervisors may participate in these Consortium seminars by giving presentations.

4. Site supervisors will attend Consortium wide meetings/Supervisor Event) at least once annually. All sites will send at least one representative (Consortium Coordinator) to quarterly Consortium planning meetings. All sites will participate in internship selection on an annual basis.

5. The internship site agrees to pay an annual stipend and provide the following benefits to interns:

- Vacation days equal to two training weeks
- Sick leave accrued at a rate of 4 hours/month
- 9 holidays
- Adequate office space

6. The internship site agrees to provide training opportunities and experiences that will facilitate interns' accomplishment of the training goals/competency requirements of the Consortium.

7. The internship site is approved by the MSPP Director of Training/Consortium Director.

## **SITE DESCRIPTIONS**

The sites which presently comprise the MSPP Internship Consortium in Clinical Psychology are the following: Faulkner Hospital, Lynn Community Health Center, Rhode Island College Counseling Center, Roger Williams University Center for Counseling and Student Development, and Wediko Children's Services. The Faulkner Hospital and the Rhode Island College Counseling Center together provide a comprehensive, two-year half time internship. This internship provides training and supervised experience in both inpatient and outpatient settings providing psychological services. The Lynn Community Health Center, the Roger Williams University Counseling Center and Wediko Children's Services each provide a two-year half time experience where interns receive in-depth, long term supervision and therapy experiences with a variety of clients. Interns from the Lynn Community Health Center receive assessment experience and supervision from the MSPP Brenner Center.

The Lynn Community Health Center and Wediko Children's Services meet the qualifications for the MSPP Latino Mental Health track. Additionally, Wediko qualifies for the MSPP Child and Family track and the Lynn CHC meets the requirements for the MSPP Health Psychology track.

Detailed descriptions of the Consortium sites and their internship experience follow.

### Faulkner Hospital

Faulkner Hospital, a division of Brigham and Women's Healthcare, is a 150 bed non-profit community teaching hospital located in the Jamaica Plain neighborhood of Boston. Founded in 1900, the hospital has a long history of meeting the healthcare needs of the residents of southwest Boston and the surrounding suburbs. The hospital offers comprehensive medical, surgical and psychiatric care as well as complete emergency, ambulatory and diagnostic services. In FY2009, Faulkner Hospital had over 8,252 discharges and provided ambulatory support services for over 203,998 visits. The hospital's mission is excellence in patient services, provided in a learning environment

with dignity, compassion and respect. The service philosophy is to strive to treat each patient in the way staff would like to see a member of their own family treated.

Psychology intern training takes place on a twenty-four bed, adult, inpatient psychiatric unit. The orientation of the unit and multi-disciplinary staff is primarily psychodynamic. In addition to interns from MSPP, the unit is a training site for students, training from Harvard Medical School, the Harvard-Longwood Residency Program, Smith College School for Social Work and several nursing school and occupational therapy programs.

Psychology interns are involved in providing individual and family assessment and treatment, group therapy, psychological testing and case management. There is a hospital-wide, two-day orientation, followed by meetings with each of the leaders of each discipline on the unit

#### Lynn Community Health Center

Lynn Community Health Center is a private nonprofit multi-service licensed clinic for the practice of medicine, mental health, and substance abuse services, dental services, and pharmacy. The Health Center is fully accredited by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) for Ambulatory Health Care and Behavioral Health Care. Over 400 staff provide the following services to an active population of over 25,000 patients: Adult & Family Medicine, Adolescent Medicine, Pediatrics, Obstetrics & Gynecology, Dental Services, Geriatric Services, Radiology, and Behavioral Health Care Services, which include psychopharmacology, addiction recovery programs, social services and outreach, HIV/AIDS counseling and testing.

Interns participate in the provision of the behavioral health services for all ages which include: intake and assessment; individual, couple, family, and group psychotherapeutic treatment; consultations to families, schools, and community agencies; and integrated holistic care.

This site has been training MSPP interns since 1977 and to date, has trained over 25 doctoral interns to work with underserved populations in interdisciplinary settings. Twenty percent of the MSPP interns that were trained at the Lynn Community Health Center continue to work there today.

#### Rhode Island College Counseling Center)

The Counseling Center at Rhode Island College exists to help students fully develop their intellectual, emotional and social potential, and to alleviate the distress and conflicts which may interfere with that development. The center offers a wide range of services to assist students in their efforts to learn and thrive during a life stage and in an environment

of both great opportunity and challenge. Its main function is individual counseling and short-term psychotherapy for personal, career, and educational problems. In addition, a variety of group workshops and programs, vocational interest and personality testing, crisis intervention, self-help literature and audiotapes, and a stress management laboratory are offered. When problems are beyond the center's resources or competence, the student can be referred to appropriate services in the community. The aim is to help trainees to be not merely eclectic, in the sense of borrowing whatever pleases them from various sources, but to be pluralistic: able to use various techniques from different theoretical schools, so that for any client the trainee understands when and with whom a given method applies. The clinician's work is informed by "medical," psychodynamic, existential, interpersonal, developmental, and relational perspectives.

### Roger Williams University Center for Counseling and Student Development

The Center for Counseling and Student Development is a university based department which is responsible for providing comprehensive psychological services to all full-time undergraduate students at Roger Williams University. Services offered include individual, couples and group psychotherapy, crisis intervention, consultation, psychological assessment and psycho educational workshops to the campus community. In addition, the Center provides consultation and referral services to part-time students, faculty, staff and administrators. Clients of the Center are typically between the ages of 18 and 25 with problems ranging from preexisting psychiatric conditions to developmental issues related to separation and individuation.

The staff consists of a licensed clinical nurse specialist, a licensed social worker, three licensed psychologists and two post-doctoral fellows. Their orientation and interests are quite varied with an inclination toward developmental and psychodynamic perspectives. Training can be provided in individual, couple or group psychotherapy. Despite the growing trend toward brief focused treatment, an awareness and sensitivity toward transference and counter-transference issues will be an integral part of the supervision. The student will be offered an opportunity to be a co-leader of a therapy group, or develop a group of their own interest. There is also a didactic seminar, group supervision, and a case conference meeting each week for the students.

### Wediko Children's Services

Wediko Children's Services has provided behavioral health services for children, adolescents and families since 1934. Originally, Wediko operated exclusively as a therapeutic summer program on a 450 acre campus in Windsor, NH. While Wediko maintains both a summer residential and year-round residential school and treatment program on the campus, they also provide clinical services in Boston and several surrounding communities. Founded in 1980 through a contract with the McKinley Schools, Wediko's Boston School-Based Program has grown to include partnerships

with over 25 schools. The primary goal of the school-based program is to support and enhance the capacity of public schools to serve children with complicated psychiatric histories, unique learning needs and challenging behavior.

The Wediko Boston School-Based program provides: Individual, dyad, group, and family therapy; counseling services; crisis prevention and intervention; and case consultation. Comprehensive psychological assessment and psychiatric consultation are also available. .

The majority of Wediko's direct service is with students who are most at risk for failure due to social/emotional and behavioral difficulties. The population served by Wediko is both racially and ethnically diverse as well as socio-economically disadvantaged. Most students have experienced multiple traumatic events and losses many families have histories of mental illness. All students meet criteria for "serious emotional disturbance", according to federal (IDEA) and Massachusetts (Chapter 766) guidelines. In 2010, Wediko provided services to 740 children and families.

Consortium sites provide administrative/secretarial support services, ranging in number from one full-time secretary at both Rhode Island College and Roger Williams University Counseling Centers to four secretaries at the Faulkner Hospital. The Lynn Community Health Center's receptionists at front desks are bicultural/bilingual and able to speak Spanish, Khmer, and Russian as well as are fluent in English.

Office Supplies are provided by sites as needed to interns, supervisors and Consortium Coordinators. Interns have computers and internet access at all of the consortium sites.

## **CONTACT INFORMATION FOR SITES**

Faulkner Hospital  
1153 Centre Street  
Boston, MA 02130  
Consortium Coordinator: Kevin Donnelly, Ph.D.  
(617) 983-7924  
[kjdonnelly@partners.org](mailto:kjdonnelly@partners.org)

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Lynn Community Health Center  
269 Union Street  
Lynn, MA 01901  
Consortium Coordinator: Angela Wilbur, Psy.D (781) 586-6550  
[awilbur@lchcnet.org](mailto:awilbur@lchcnet.org)

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Rhode Island College Counseling Center  
600 Mt. Pleasant Avenue  
Providence, RI 02908-1991

Consortium Coordinator: Thomas J. Lavin Ph.D.  
(401) 456-8094  
[tlavin@ric.edu](mailto:tlavin@ric.edu)

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Roger Williams University Center for Counseling and Student Development  
1 Old Ferry Rd.  
Bristol, RI 02809-2921  
Consortium Coordinators: Jim Azar, Ph.D.; Jim Woodruff, Ph. D.  
(401) 254-3124  
[jazar@rwu.edu](mailto:jazar@rwu.edu) ; [jwoodruff@rwu.edu](mailto:jwoodruff@rwu.edu)

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Wediko Children's Services  
72-74 East Dedham Street  
Boston, MA. 02118  
Consortium Coordinator: Ed Zadavec, Psy. D.  
(617) 292-9200  
[ezadavec@wediko.org](mailto:ezadavec@wediko.org)

## **SUPERVISION**

The MSPP Internship Consortium takes a developmental approach to training and supervision with consideration for each intern's individual needs and skill level. As the intern matures professionally, increasingly more challenging experiences as well as a higher level of responsibility occurs. Internship is viewed as a transition in which interns move from the role of a student to that of a professional. Expanding and promoting student development is facilitated by encouraging an intern to challenge her/himself in the supportive environment of the training program.

Half-time interns receive a minimum of two hours per week of regularly scheduled, face-to-face, individual supervision from a licensed psychologist and 1 hour of additional group supervision from a licensed mental health professional. Interns are matched with individual supervisors at the beginning of the training year based on site and specialty areas.

Interns provide 1 hour per week of supervision to practicum students during the second year of their half-time internship. The "supervisees" are MSPP practicum students placed at non-consortium field sites. Interns are assigned practicum students to consult with as part of the MSPP Advanced Clinical Seminar: Theory and Practice of Supervision. The supervision by intern with practicum student takes place at MSPP. These relationships are treated with professional respect; patient confidentiality is maintained.

In addition to consultations with assigned supervisors, interns are expected to interact on a regular basis with other internship staff, interns and Consortium training professionals.

This provides interns with a range of role models with diverse perspectives and theoretical orientations.

The on-site primary supervisor, a licensed psychologist, holds legal and clinical responsibility for the intern's cases. The primary supervisor provides direct supervision as well as oversees additional supervision by internship staff. The primary supervisor consults with the Consortium Coordinator and completes the Intern Evaluation Forms. The primary supervisor attends the intern's Assessment and Planning Conference.

Additionally, the primary supervisor is responsible for monitoring intern's weekly schedule/case assignments, co-signing all clinical notes and psychological test reports, and monitoring intern vacation time and sick days.

All supervisors are invited to attend an annual Supervisors' Event at MSPP. The purpose of this event is to provide a relevant educational program for supervisors as well as a forum for professional discourse related to supervisory issues. All Consortium internship training supervisors are invited to attend the weekly Consortium Seminar, Professional Issues, Diversity and Difference, as a means of increasing awareness and competence as supervisors discussing diversity issues with trainees.

## **TRAINING SEMINARS**

A minimum of four hours of additional training experiences occur weekly. Two of these hours are spent in an MSPP Consortium seminar which is led by MSPP faculty. A seminar in Professional Issues, Diversity and Difference Seminar is held weekly at MSPP (Appendix 7). Additionally, weekly seminars with site-specific populations are held at each of the individual internship sites. These trainings may include case conferences, didactic seminars, in-service education, grand rounds and/or specialized additional supervision.

Structure and content of the Consortium Seminar opportunity is described below.

*Professional Issues/Diversity and Difference Seminar* meets at MSPP for 2 hours per week for two years and is led by Dr. Lionel S. Joseph (MSPP Associate Director of Training, MSPP Faculty). The purpose of this seminar is to provide interns with relevant knowledge about the role of individual diversity in psychological phenomena and professional practice and to increase awareness of personal and professional issues pertaining to diversity using a case presentation approach. Didactic and experiential information will be presented and discussed with professionals with various expertise to increase interns' competency in treating diverse clients.

Included in this seminar are periodic intern meetings with the MSPP Consortium Director.

Topics covered include: ethics, empirically validated therapies, licensure overview, post-doctoral training, job search strategies, as well as topics of special clinical interest such as geriatrics and folk healing methods. In their second year on internship, interns present their doctoral project research as well.

## **TRAINING STAFF**

### **Core Training Supervisors:**

James Azar, Ph.D. Christopher Bailey, Psy.D. Kevin Donnelly, Ph.D. Randi S. Dorn, Ed.D., ABPP Anne Gehrenbeck-Shim, Ph.D. David Gleason, PsyD Lionel Joseph, Ph.D., Psy.D. Thomas J. Lavin III, Ph.D. Ayanna Quinones, Ph.D. Mark Wagner, Psy.D. Angela Wilbur, Psy. D. James Woodruff, PhD. Edward Zadavec, Psy.D.
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### **Other Agency/Institution Supervisors:**

Sara Alexakos, PsyD Arash Ansari, M.D. Doug Delaney, LICSW Brian Faherty, Psy.D. Joyce Forcier, LICSW Susan Lafarge, Psy.D. Kathleen Meagher, Psy.D. Mia Medina, PsyD Debra Newborg, Psy.D. Janet Park, Ed.D. Vivian Perez, Ph.D. Kate Regal, LICSW
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Denise Smith, Ph.D.  
Jeffrey Waitkus, Psy.D.  
Anne Waters, PsyD

**Other Mental Health Professionals/Contributors to Program:**

Marilee Ambrose, RN  
Summer Baidak-McManus, LMHC  
Laura Braider, PsyD  
Jacqueline Cottle, PsyD  
Kristin Donovan, APRN  
Jen Dotson, PsyD  
Joanna Duda, LICSW  
Tony Erdman, M.D.  
Tirza Espinal  
Sergeant First Class John Fuhro, Combat Medic  
Juana Gonzales, LMHC  
Paula Henry, LICSW  
Greg Jourdanais, LICSW  
Colby Kant Harris, PsyD  
Allison Homan, LMHC  
Nancy Hood, LICSW  
Mary Beth Kilinski, Psy.D.  
Stacey Lambert, PsyD  
Phil Larsen, LICSW  
Stefanie Lava, PsyD  
Alejandro Leguizamo, PsyD  
Tracey Mohr, PsyD  
Richard Mollica, M.D.  
Elizabeth Morell, PsyD  
Jose Morell, LMHC  
Elizabeth Moreno, LICSW  
Rosemary Mugan, PsyD  
Maureen O'Brien Klautky, PsyD  
Diana Parad, LICSW, ACSW  
Harry Parad, Ph.D.  
KC Potts, M.D.  
Susan Powell, PsyD  
Christine Rayner, M.D.



Weekly Schedule of Intern Activities (Sample)	Hours/Week
Individual supervision	2
Group supervision	1
Consortium Professional Issues/ Diversity and Difference Seminar	2
On-Site Internship Seminars and Case Consultations	2
Direct Service (face-to-face) (Intervention & Assessment)	10 -14
Staff Meeting-Charting-Case Notes etc.	6-10
Total Average Hours:	27

## EVALUATION

The two year half-time internship training experience is coordinated utilizing an Assessment and Planning conference which precedes each training year. The intern's academic advisor chairs this conference which is attended by the intern, the Consortium Coordinators and/or primary site supervisors from both the previous and forthcoming field sites. The intern, a selected peer, as well as another faculty member also attend this conference which is held at both the end of the practicum and the end of the first year of internship, prior to beginning the next training year. During the conference, goals are developed for the intern's forthcoming subsequent internship year(s). Consistent with the MSPP philosophy of linking course work and field training, each year of internship has a designated faculty member to integrate the two experiences. The advisor serves in this capacity as well as the instructors of the Advanced Clinical Seminar: Theory and Practice of Supervision course.

The MSPP Consortium evaluates both the interns and sites in numerous, ongoing ways to ensure that training goals and objectives are being accomplished and that the Consortium resources and processes are adequate.

In the fall of each internship year the primary supervisor consults with the Consortium Director to indicate if the intern is at the anticipated level of performance at that time, along many dimensions (e.g., use of supervision, quality and quantity of service delivery, professional relationships and behavior) as well as if progress is being made toward goals specified on the intern's Field Placement Contract (Appendix 1). If there are concerns/questions raised, consultations will occur between the necessary parties (the intern, primary supervisor, Consortium Director, faculty advisor). These consultations may be by phone or in a site visit.

At the end of the first half of the internship year(s), primary supervisors complete the Mid-

Year Intern Evaluation Form (Appendix 2) assessing the interns' performance to date. This evaluation is first shared with the intern and then is submitted to the Consortium Office for dissemination to the Consortium Director and the intern's academic advisor. If problems are evident, a consultation will ensue. If necessary, an intermediate Assessment and Planning Conference will be held and a written remediation plan devised.

When each training year is coming to an end, the primary supervisor submits a Final Intern Evaluation Form.

The Assessment and Planning conference is the final evaluative experience of each training year. The intern's performance, both in the field and in the classroom, is discussed in an integrative manner. A critical review occurs determining if goals and objectives were met during the past internship experience and whether competency at the pre-doctoral internship level was attained. New individualized goals and objectives are then constructed for the second half-time internship year (and these goals are documented on the Field Placement Contract (Appendix 1). The primary supervisor or the upcoming training year signs the Contract to indicate agreement, as does the intern and faculty advisor.

To evaluate the quality and effectiveness of internship sites, both the intern and the Consortium Director are involved. Twice during each internship year, interns are required to complete a Site Evaluation Form (Appendix 5) documenting the quality of supervision and training, the adequacy of the site's physical resources, and the quality and quantity of opportunities to provide service delivery. These forms are reviewed by the Consortium Director and if areas of concern are noted, these will be discussed with the internship site's Consortium Coordinator and/or primary supervisor. Plans for improvement or modification are devised and implemented. Annually, interns also complete an evaluation of the Professional Issues, Diversity and Difference Consortium seminar.

In addition to site visits generated out of concern, the MSPP Office of Field Education makes routine site visits on a yearly basis.

## **EXIT CRITERIA**

1. Interns must complete a minimum of 2000 hours (in addition to vacation time) in no more than 24 months.
2. Interns must receive competency ratings of 3 or higher after the first year of internship. At the end of the internship (year 2), interns must receive a rating of 4 or higher on their competency ratings on the Final Supervisor Evaluation Form.

3. Interns must complete all site-related paperwork including clinical notes (intake, progress notes, treatment plans, and termination summaries) and psychological testing reports, as well as two Consortium Internship Site Evaluation Forms.
4. Interns must successfully address any grievance process and/or remediation plan.

The MSPP Internship in Clinical Psychology, being exclusively affiliated with MSPP, abides by the following MSPP Equal Opportunity and Affirmative Action Policy Statement:

“The Board of Trustees of the Massachusetts School of Professional Psychology reaffirms its commitment to the policy of Equal Opportunity and Affirmative Action. This policy is of application to every aspect of employment, including the recruitment, hiring, and terms and conditions of service of all full-time and part-time employees. Personnel and admissions decisions shall be made in accordance with state and federal law and without regard to race, color, religion, sex, age, national or ethnic origin, sexual orientation, Vietnam-era veteran status, political beliefs, or disability unrelated job requirements”

It is the express purpose of this policy to provide all persons with equal employment and educational opportunities in an environment promoting cultural and individual diversity. MSPP Equal Opportunity and Affirmative Action programs have been and will continue to be developed to help us accomplish our objectives in this all-important area. Faculty and supervisory personnel are responsible for assuring that these programs and objectives are both implemented and achieved.

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