

Albizu Clinic Internship Program Handbook 2024–2025



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Accreditation Status

The doctoral psychology internship at Albizu Clinic is fully accredited by the Commission on Accreditation (CoA) of the American Psychological Association (APA). Our most recent site visit was in 2016. We received full accreditation for 7 years. The next site visit is expected in 2025. Questions related to the program's accredited status should be directed to the Commission on

Accreditation: Office of Program Consultation and Accreditation

American Psychological Association

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Table of Contents

<i>OVERVIEW OF THE ALBIZU CLINIC INTERNSHIP PROGRAM TRAINING SETTING</i>	1
INTRODUCTION.....	1
DESCRIPTION OF ALBIZU CLINIC	1
LOCATION	2
PHYSICAL FACILITIES OF ALBIZU CLINIC	3
INTERNSHIP CLINICAL SUPERVISOR FACULTY	3
<i>PROGRAM PHILOSOPHY AND STRUCTURE</i>	5
MISSION AND PHILOSOPHY OF THE ALBIZU CLINIC INTERNSHIP	5
AIMS, COMPETENCIES, AND ELEMENTS.....	5
<i>Competency A: Psychological Assessment Competency</i>	6
<i>Competency B: Psychological Intervention Competency</i>	7
<i>Competency C: Communication and Interpersonal Skills</i>	7
<i>Competency D: Consultation and Interprofessional/Interdisciplinary Skills Competency</i> .	8
<i>Competency E: Supervisor Competency</i>	8
<i>Competency II.A: Research Competency: Use scientific evidence for clinical practice and research</i>	8
<i>Competency II.B: Individual and Cultural Diversity Competency</i>	9
<i>Competency II.C: Ethical and Legal Standards Competency</i>	9
<i>Competency II.D: Professional Values and Attitudes Competency (Attitudes and skills ... needed to support lifelong learning)</i>	10
NON-DISCRIMINATORY PRACTICES.....	10
DESIRABLE QUALITIES IN TRAINEES	10
APPLICATION PROCEDURES AND ELIGIBILITY	11
INTERN SELECTION PROCEDURES	12
RESOURCES FOR INTERNS	13
STIPEND AND BENEFITS	13
REQUIRED DOCUMENTATION AFTER RECRUITMENT	13
MINIMUM LEVEL OF ACHIEVEMENT (MLA) FOR INTERNSHIP COMPLETION.....	13
REQUIREMENTS FOR COMPLETION	15
<i>TRAINING AND SUPERVISION</i>	15
EVALUATION PROCESS	15
SUPERVISION.....	16
TELESUPERVISION GUIDELINES	17
TRAINING OPPORTUNITIES	19

GENERAL CLINICAL PROGRAM (GCP): PSYCHOLOGICAL SERVICES FOR CHILDREN, ADOLESCENTS, ADULTS, AND THEIR FAMILIES PROGRAM.....	19
DOMESTIC VIOLENCE PROGRAM (DVP)	19
THE SEXUAL ABUSE SUPPORT PROGRAM FOR CHILDREN AND THEIR FAMILIES (CASA ALBIZU).....	20
DIDACTIC TRAINING.....	21
INTERN’S SCHEDULE.....	23
INTERNSHIP STRUCTURE.....	24
<i>INTERN EXPERIENCE AND POLICIES</i>	25
INTERNS’ RIGHTS.....	25
INTERNS’ RESPONSIBILITIES	26
INTERN RECORD RETENTION AND ACCESS GUIDELINES.....	26
SELF-CARE AND INTERN WELLNESS.....	27
INTERN CULTURE AND PEER SUPPORT	28
SOCIAL MEDIA GUIDELINES	28
<i>DUE PROCESS AND CONFLICT RESOLUTION</i>	29
GENERAL GUIDELINES OF DUE PROCESS.....	29
APPEAL PROCEDURES.....	30
GRIEVANCE PROCEDURE.....	30
DUE PROCESS FOR UNACCEPTABLE BEHAVIORS	31
NOTIFICATION PROCEDURES TO ADDRESS UNACCEPTABLE BEHAVIOR	32
REMEDIAL PLANS AND SANCTIONS	32
<i>CLINICAL OPERATIONS IN SPECIAL CIRCUMSTANCES</i>	35
EMERGENCY PROCEDURES FOR CLINICAL SERVICES	35
INTERN SUPPORT DURING EMERGENCIES.....	35

Disclaimer:

Academic and training programs must constantly assess and renovate their teaching contents and training modalities. Likewise, the administration and management of educational and training programs must accommodate their operations to evolving training models in alignment with accrediting agencies. Therefore, this manual serves as a guide for interns, supervisors, and academic administrators, but its content may be subject to change as a result of institutional developments or societal transformations.

Last Revised: April 2025

Overview of the Albizu Clinic Internship Program Training Setting

Introduction

Albizu Clinic's Health Service Psychology Internship is an exclusively affiliated program for doctoral students from the Psy.D., and Ph.D. Clinical Psychology at Albizu's University San Juan Campus.

The Albizu Clinic in San Juan is an outpatient community mental health treatment facility founded in 1966 in affiliation with Albizu University, San Juan Campus. It serves as on-campus training clinic for students enrolled in both master's and doctoral programs in clinical psychology. The internship program is grounded in scientific principles and guided by a strong commitment to diversity, supporting the development of core competencies required for entry-level professional practice.

The internship is a full-time, 12-month experience that consists of the participation in three major programs: (General Clinic Program, Domestic Violence Program, and Casa Albizu's Sexual Abuse Program). The program structure exposes interns to diverse clinical experiences and supervisory approaches.

Under special circumstances, after interns have matched with Albizu Clinic, if specific needs were to occur (e.g., accommodations for maternity, serious injury or illness), the internship might be extended beyond the 12-month period. Except for such situations, the internship is a full time one-year training experience.

Description of Albizu Clinic

Albizu Clinic is located within the San Juan campus of Albizu University. Albizu University is recognized as a professional school of psychology, which houses both Ph.D. and Psy.D. programs, which are accredited by the American Psychological Association (APA). Albizu University has three campuses: San Juan, Mayagüez, and Miami. The San Juan campus is Albizu University's first and main location. Albizu University is a private non-profit university level institution offering Bachelor's, Master's, and Doctoral degrees in Psychology. Albizu University is accredited by the Middle States Association of Colleges and Schools and is licensed by the Puerto Rico Council of Higher Education.

The Albizu Clinic is situated in Old San Juan and has been a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) since 2008. In 2016, Albizu Clinic Internship became APA accredited. Moreover, the Albizu Clinic has been licensed since 2010 by the Puerto Rico Department of Health to provide mental health services to the community.

The clinic serves low-income and minority clients across a broad spectrum of clinical needs. The site provides culturally sensitive psychological services to the greater San Juan area and adjacent municipalities. Albizu Clinic functions as both a practicum site for master's and doctoral students, and as an APA-accredited internship site for doctoral candidates in psychology. In addition, Speech/Language Therapy students, provide services at Albizu Clinic as well.

The Albizu Clinic is an outpatient community mental health facility established in 1968 shortly after the beginning of the Psychological Institute of Puerto Rico (PIPR), now Albizu University. The Albizu Clinic was designed from its inception to provide graduate psychology students of the PIPR a quality training-oriented clinic to acquire and develop the skills needed to become competent clinical psychologists. Consequently, Albizu Clinic has offered quality mental health services to the communities of the San Juan Metro area at an affordable cost and from a culturally and socioeconomically sensitive perspective. Among the services provided at Albizu Clinic are clinical assessments and diagnostic procedures, crisis, short and long-term interventions, and interventions with victims of domestic violence and sexual abuse. Furthermore intellectual, personality, psychoeducational, and neuropsychological assessments are also offered. Services are available for children, adults, and adolescents. Moreover, Albizu Clinic offers consultation and training to community agencies, educational institutions, and government agencies.

Interns at Albizu Clinic provide a wide range of therapeutic services, including individual, couples, family, and group therapy. Interns provide services to a broad spectrum of individuals that are at different levels of the developmental spectrum that range from early childhood to older adults. A wide range of clients born in other Caribbean countries come to Albizu Clinic. These ongoing migratory patterns provide students and interns a heightened opportunity to delve deeply into most issues pertaining to cultural and socioeconomic diversity including, race, ethnicity, religion, poverty, migration, oppression, and discrimination. Illegal migrants from the Dominican Republic and Haiti come to the western shores of the island bringing with them trauma-related symptoms and syndromes, family abandonment/losses issues, housing, food insecurity and job placement needs. Furthermore, Albizu Clinic recognizes the importance of offering mental health access to the LGBTTQ+ community and provides services that are inclusive, understanding, and affirming of diverse sexual orientations and gender identities.

There are ten full time funded intern positions available for the 2024-2025 year. The Albizu Clinic internship is committed to providing its trainees with the highest quality clinical, research and supervisory experiences designed to develop the necessary competencies that will prepare them for challenging psychology careers. Our training program participates in the APPIC internship match program and adheres to its guidelines. Albizu Clinic is firmly committed to provide equal opportunity for all students without regard to race, color, sex, age, religion, national origin, gender preference or handicap.

Location

San Juan (from the Spanish San Juan Bautista, "Saint John the Baptist") is the capital and largest municipality in Puerto Rico. San Juan was founded by Spanish colonists in 1521, who called it Ciudad de Puerto Rico ("City of Puerto Rico"). It is the oldest city in Puerto Rico and one of the oldest in the United States. San Juan is considered one of the oldest European-established cities in the Americas. The [2020 census](#) reported that it has a population of 342,259. Several historical buildings are in San Juan. Among the most notable, are the city's former defensive forts, Fort San Felipe del Morro and Fort San Cristobal. These sites are visited annually by thousands of tourists, students, historians, and archeologists. Today, San Juan serves as one of the most important seaports and the city is filled with cultural and historic sites. San Juan has been the host of numerous important events within the sports community since

1966. Parts of San Juan have been designated a UNESCO World Heritage site. The Old San Juan area, with its narrow cobblestone streets and colorful colonial buildings are a popular tourist destination and a testament to the city's rich history.

Physical Facilities of Albizu Clinic

- Sixteen intervention rooms.
- Two play therapy rooms.
- Two ample spaces for group or family interventions.
- Two rooms equipped with a unidirectional mirror.
- Eight supervision rooms.
- Record room with sufficient space for students to do record-keeping.
- Fourteen rooms are equipped with computers, microphones, and camaras for telepsychology.
- Lounge for interns with workstations, kitchenette, tables, and chairs.
- Classroom with multimedia equipment reserved for weekly didactics.
- Reception/waiting areas.

Internship Clinical Supervisor Faculty

Joycette L. Aponte Commander, Psy.D.

PsyD in Clinical Psychology, Carlos Albizu University, 2005

MS in Clinical Psychology, Carlos Albizu University, 2003

MA in Educational Theatre, New York University, 1995

BA in Drama and Communications, Loyola University, 1993

Internship: Clinica de Salud Mental de la Comunidad, Domestic Violence Intern, 2005

Areas of Interests: CBT, ACT, Mindfulness, Clinical Supervision, Domestic Violence

Yariza Cartagena, Psy.D.

PsyD in Clinical Psychology, Carlos Albizu University, 2014

Internship: Hogar Santa María de los Ángeles, 2014

Areas of Interest: Therapy with Children, Assessment, Behavior Modification, CBT, LGBTQ+

Jacqueline Castañeda Acosta, Psy.D.

PsyD in Clinical Psychology, Carlos Albizu University, 2012

MS in Clinical Psychology, Carlos Albizu University, 2010

BA, Psychology/Natural Sciences, Sacred Heart University, 2007

Pre-Medical, Interamerican University of Puerto Rico, Metropolitan Campus, 2012-2015

Cardiovascular Critical Care Specialty (CVICU), Havana, Cuba, 1993

B.S.N, Havana, Cuba, 1990

Diplomate in Psychocardiology & Health Psychology, 2023

Internship: Clínica de Salud Mental de la Comunidad, Regular Clinic/Sexual Abuse Intern, 2011

Areas of Interests: Clinical Supervision, Teaching, Health Psychology, Neurosciences research, Psychocardiology and Coronary Heart Disease, TBI, Brain injury rehabilitation, Neuropsychological & Cognitive Assessment, Neurodevelopment disorders, Trauma, EMDR, TFCBT, CBT, Depression, Anxiety, Perinatal care, Family, women, and children violence.

Rebecca Cruz, Psy.D.

PsyD in Clinical Psychology, Caribbean Center for Advanced Studies, 1992

MS, Caribbean Center for Advanced Studies, 1990

MSW, University of Puerto Rico, 1974

BA, University of Puerto Rico, 1967

Internship: Hospital Pediátrico Centro Médico, 1991

Areas of Interests: Evidence Based Psychotherapy, CBT, Solution-Focused, Problem Solving, TF-CBT, Exposure Therapy, Family and Couple's Therapy, Interpersonal Therapy, Therapy with children and adults, Supervision

Héctor M. Gómez Martínez, Ph.D.

PhD in Clinical Psychology, PHSU, 2015

Internship: Comprehensive Center of Behavior and Neuroscience, 2014

Areas of Interest: Neuropsychological, Neurocognitive and Neurodevelopmental evaluation

Miguel R. González, Psy.D.

PsyD in Clinical Psychology, Carlos Albizu University, 2003

BA in Psychology, University of Puerto Rico, 1995

Internship: Clínica de Salud Mental de la Comunidad, 2003

Areas of Interest: Sports Psychology, Health Psychology, Gender Violence, Depression, Anxiety, CBT

Gloriann Ingemi Ríos, Psy.D.

PsyD in Clinical Psychology, Carlos Albizu University, 2012

MS in Clinical Psychology, Carlos Albizu University, 2009

MEd in Mental Health Counseling, University of Massachusetts-Boston, 2004

BS in Developmental Psychology, Suffolk University, 2002

Internship: Clínica de Salud Mental de la Comunidad, Domestic Violence Intern 2011

Areas of Interest: Mindfulness, CBT, ACT. Clinical Supervision, Domestic Violence, Trauma, Substance Use Disorders, Criminal Justice Population

William Laguna, Psy.D.

PsyD in Clinical Psychology, Caribbean Center for Advanced Studies San Juan, 1995

MS in Clinical Psychology, Caribbean Center for Advanced Studies San Juan, 1991

BA, Inter American University, 1981

Internship: Centro Médico Psiquiátrico del Caribe (Mepsi Center), 1992

Areas of Interest: Substance use, Trauma, Domestic Violence, Evidence Based Practices, Mindfulness, Psychogeriatric

Michelle López Fernández, Psy.D.

PsyD in Clinical Psychology, Carlos Albizu University, 2003

MS In Clinical Psychology, Carlos Albizu University, 2001

BA in Psychology, University of Puerto Rico, 2003

Internship: Psychiatric Hospital: MEPSI Center, 2003

Areas of Interest: Trauma, Sexual Abuse, Sexual Abuse Prevention, Evidence Based Practices: TF-CBT, EMDR

Pierre Edvard Pharel, Psy.D.

PsyD in Clinical Psychology, Carlos Albizu University, 2011

MS in Clinical Psychology, Carlos Albizu University, 2009

MPH Master's in Public Health, University of Puerto Rico, 1997

MD in Medicine, Universidad Autónoma Metropolitana de México, 1990

Internship: Asociación de Misioneros de Canóvanas (AMEC), 2011

Areas of Interest: Health Psychology, Social Psychology, Mindfulness, Evidence Based Practices, Sports Psychology

Marta Isabel Philippi, Ph.D.

PhD in Clinical Psychology, University of Puerto Rico, 1999

BA in Psychology, University of Puerto Rico, 1988

Internship: Centro Universitario de Servicios Psicológicos y Escuela Laboratorio UPR, 1998

Areas of Interest: Play Therapy, Group Therapy, Assessment, Mindfulness, ADHD, Parenting

Laura B. Rodríguez López, Psy.D.

PsyD in Clinical Psychology, Carlos Albizu University, 2017

MS in Clinical Psychology, Carlos Albizu University, 2015

BA in Psychology, University of Puerto Rico, 2011

Internship: Clínica de la Albizu, 2017

Areas of Interest: Trauma, Neuropsychological Assessment, Evidence Based practices, Substance use, Problematic sexual behaviors, Anxiety

Program Philosophy and Structure

Mission and Philosophy of the Albizu Clinic Internship

The mission of the Albizu Clinic internship is consonant with Albizu University's mission, which is to achieve greater representation of Hispanic psychology educators, researchers, and practitioners in Puerto Rico and in the United States. Research is encouraged, and training in clinical techniques are presented in relation to the framework of science that underpins clinical practice. The internship is in an academic setting that offers the opportunity for involvement in research for interns who have this interest. Research mentorship under a faculty member is encouraged for interns. A developmental framework and competency-based approach to learning and assessment provides the opportunity to cultivate professional trainee competencies (knowledge, skills, attitudes), thereby building on competencies learned during doctoral training and anchored by the science of psychology.

Aims, Competencies, and Elements

The new Aims emphasize various key elements of the Albizu Clinic Internship Program. There is a keen focus on cultural diversity and working with persons from different orientations and lifestyles. Second, the Aims highlight the scientific foundation of the profession and bring attention to how science is inherent to the new Health Service orientation in applied Psychology. Last, but not least, the emphasis on ethics as a foundation for practice is fundamental.

This vision declares as the main goal of the program the intern's development of the

competencies to the profession at an entry level for independent practice and readiness for licensure. Moreover, interns are ready to work in different professional settings with different and diverse populations and to be able to reflect on their performance as they move through new challenges. Learning to use the literature to evaluate new and challenging clinical situations from a scientific perspective, update knowledge, and continue to stay current with the profession's advances is one of the main pillars of the new Aims.

Furthermore, these Aims provide a tangible orientation to the work done in Albizu Clinic, especially related to the diversity of clientele served. In this context, the Aims declare that there are certain competencies to be mastered by all interns in addressing the needs of the population served in the Clinic. The Aims are likewise aligned with the general training offered to interns, including the weekly didactic activities.

Aim I

To provide Health Services Psychology interns with an evidence-based training curriculum aimed at developing entry-level professional clinical skills when implementing the Profession Wide Competencies. This focus allows the capacity to apply competencies in multiple health and community settings, when working independently with individuals from diverse cultural and personal backgrounds and life-orientations, presenting a broad range of psychological/psychosocial stressors or dysfunctions.

Competency A: Psychological Assessment Competency

Elements

- I.A.1 Select and use assessment instruments with appropriate norms and standards to evaluate clients and to answer diagnostic questions.
- I.A.2 Recognize and properly address test limitations.
- I.A.3 Administer and score instruments following current guidelines and procedures.
- I.A.4 Apply knowledge of individual and cultural diversity in the assessment process and in formulation an appropriate diagnosis.
- I.A.5 Interpret and integrate results obtained from multiple sources (e.g. multiple assessment instruments, interviews, and collateral information) to produce useful and accurate reports.
- I.A.6 Demonstrate successful initial and follow-up interviewing skills with individuals, couples, and families who are dealing with psychological disorders.
- I.A.7 Formulate clinical conceptualizations, diagnoses, recommendations, and/or professional opinions using relevant criteria and considering all assessment data.
- I.A.8 Demonstrate skills in formulating accurate diagnosis (DSM-guidelines), treatment plans, treatment recommendations, and intervention strategies.
- I.A.9 Explain test results to individuals, parents, couples, families, and interdisciplinary and multidisciplinary teams in clear and simple terms.
- I.A.10 Conduct high-quality forensic interviews with children and families who have suffered from psychological trauma because of child sexual abuse and domestic violence.
- I.A.11 Write assessment reports to address child sexual abuse allegations.

Competency B: Psychological Intervention Competency

Elements

- I.B.1 Establish a positive therapeutic rapport and alliance with patients/clients while maintaining appropriate professional boundaries.
- I.B.2 Apply interventions with evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, taking into consideration his/her clinical expertise, and the client's preferences.
- I.B.3 Formulate and conceptualize cases and plan interventions using at least one consistent theoretical framework.
- I.B.4 Interpret, evaluate, and integrate results of data collection activities within the context of scientific/professional knowledge to formulate and reformulate working hypotheses, conceptualizations, and recommendations.
- I.B.5 Make differential diagnoses using the Diagnostic and Statistical Manual of Mental Disorders, V-TR.
- I.B.6 Conduct psychological interventions according to conceptualization, diagnosis, and treatment plans.
- I.B.7 Provide interventions from a variety of modalities (e.g. individuals, families, couples, and groups) in a proficient way.
- I.B.8 Demonstrate in supervision, case conferences, and case presentations and discussions knowledge of and proficiency in a broad range of psychological interventions (e.g. CBT, psychodynamic model, systemic models, existential, narrative therapy, and integrative models, among others).
- I.B.9 Implement psychological treatment plans for individuals, groups, and families to mitigate complex trauma in children and their families as a result of child sexual abuse and domestic violence.
- I.B.10 Determine the best psychological practice for treating sexually victimized children.

Competency C: Communication and Interpersonal Skills

Elements

- I.C.1 Demonstrate successful initial and follow-up interviewing skills with individuals, couples, and families who are dealing with psychological disorders.
- I.C.2 Establish a positive therapeutic rapport with patients/clients while maintaining appropriate professional boundaries.
- I.C.3 Understand questions and issues raised by non-psychologists and structure them so that they are amenable to psychological investigation, as demonstrated through consultation activities.
- I.C.4 Communicate and work effectively with individuals, families, groups, and community-based organizations from diverse cultural, ethnic/racial, and social contexts.
- I.C.5 Demonstrate personal and professional awareness of strengths, limitations, and areas of growth as a clinician.
- I.C.6 Negotiate differences and handle conflict satisfactorily; provide effective feedback to others and receive feedback non-defensively.
- I.C.7 Communicate effectively and respectfully with individuals in multiple settings.
- I.C.8 Demonstrate appropriate and effective working relationships with peers and

- supervisors, manage differences openly, effectively and appropriately, and use support of peers and supervisors when needed.
- I.C.9 Demonstrate the capacity to assess supervisee's developing competencies.

Competency D: Consultation and Interprofessional/Interdisciplinary Skills Competency

Elements

- I.D.1. Communicate effectively and professionally with staff from a variety of backgrounds, as demonstrated through consultation activities.
- I.D.2 Understand questions and issues raised by non-psychologists and structure them so that they are amenable to psychological investigation, as demonstrated in consultative activities.
- I.D.3 Communicate psychological concepts effectively to non-psychologists, verbally and in writing, as demonstrated in consultative activities.

Competency E: Supervisor Competency

Elements

- I.E.1 Demonstrate knowledge and understanding of at least one clinical supervision model.
- I.E.2 Apply models during the supervision process in an appropriate and correct manner.
- I.E.3 Demonstrate knowledge of and adhere to ethical conduct and professional values during the supervision process.
- I.E.4 Identify and acknowledge cultural diversity in the supervision process.
- I.E.5 Establish a safe, accepting, and respecting atmosphere during the supervision process.
- I.E.6 Demonstrate the capacity to assess developing competencies in supervisee.
- I.D.7 Offer constructive feedback during the supervision process.
- I.D.8 Integrate the recommendations of the intern's own supervisor in the process of supervising students.

Aim 2

As a Health Services Psychology trainee, interns will acquire entry-level skills in integrating the psychological sciences with clinical practice following the profession's ethical/professional standards of conduct, considering the diverse characteristics of the clientele served, and providing treatments and other psychological interventions supported by the best scientific evidence available.

Competency II.A: Research Competency: Use scientific evidence for clinical practice and research

Elements

- II.A.1 Select interventions for individuals, families, groups, and community-based organizations based on assessment and available research evidence, as well as on contextual and cultural factors.

- II.A.2 Apply interventions with individuals, families, groups, community-based organizations based on available research evidence and contextual factors.
- II.A.3 Modify interventions as needed based on knowledge of individual and cultural characteristics, situational and environmental variables, emerging information, outcome data, and current research.
- II.A.4 Apply evidence-based criteria in the selection and use of assessment methods (e.g. psychometric properties and cost effectiveness).
- II.A.5 Seek and read scientific literature pertaining to assigned cases independently and understand the implications of research for clinical practice.
- II.A.6 Demonstrate the ability to formulate questions deriving from clinical issues amenable to scientific exploration and to plan and implement research to address such questions (optional competency if involved in active research).
- II.A.7 Administer baseline, progress, and outcome scales to assess the client's clinical progress in psychotherapy.

Competency II.B: Individual and Cultural Diversity Competency

Elements

- II.B.1 Apply theory, research, professional guidelines, and personal understanding about social contexts to work effectively with diverse individuals, families, groups, and community-based organizations.
- II.B.2 Communicate and work effectively with individuals, families, groups, and community-based organizations from diverse cultural, ethnic/racial, and social contexts.
- II.B.3 Demonstrate respect for others, including those with conflicting viewpoints.
- II.B.4 Evaluate and apply knowledge of self as a cultural being when engaged in assessment, treatment, and consultation.
- II.B.5 Apply knowledge, sensitivity, and understanding regarding individual and cultural diversity issues to work effectively with diverse others in assessment, treatment, and consultation.
- II.B.6 Include sociocultural characteristics in the written conceptualization of cases.

Competency II.C: Ethical and Legal Standards Competency

Elements

- II.C.1 Demonstrate knowledge and understanding of the American Psychological Association and the Psychologists Examination Board of Puerto Rico Ethical Principles and Codes of Conduct, as well as national and federal laws, rules, regulations, and professional standards and guidelines relevant to health service psychology.
- II.C.2 Apply appropriate decisions to ethical dilemmas in clinical practice.
- II.C.3 Integrate personal moral principles and ethical values in professional conduct.
- II.C.4 Demonstrate and promote values and behaviors commensurate with established standards of practice, including ethics codes, laws, and regulations.
- II.C.5 Identify complex ethical and legal issues, analyze them accurately, and proactively address them.
- II.C.6 Show adherence to the profession's values and accept responsibilities.
- II.C.7 Protect the welfare of others.

- II.C.8 Demonstrate personal and professional awareness of strengths, limitations, and areas of growth as a clinician.
- II.C.9 Awareness for personal actions and of the process of developing the Psychologist professional identity.

Competency II.D: Professional Values and Attitudes Competency (Attitudes and skills needed to support lifelong learning)

Elements

- II.D.1 Negotiate differences and handle conflict satisfactorily; provide effective feedback to others and receive feedback non-defensively.
- II.D.2 Communicate effectively and respectfully with individuals in multiple settings.
- II.D.3 Work effectively on multidisciplinary teams.
- II.D.4 Demonstrate appropriate and effective working relationships with peers and supervisors. Manage differences openly, effectively, and appropriately; and use support of peers and supervisors when needed.
- II.D.5 Take initiative in ensuring that key tasks are completed and documented in a thorough and timely manner.
- II.D.6 Demonstrate responsible behavior in handling clinical data and confidential documents at the training site during the internship program.
- II.D.7 Adhere to the policies and procedures of the internship site.
- II.D.8 Demonstrate responsible behavior with respect to time management, including being on time for supervision meetings and established hours at the clinical site.

Non-Discriminatory Practices

Albizu Clinic internship adheres to the Equal Employment Opportunity guidelines in its recruitment and retention efforts. We encourage individuals of diverse backgrounds to apply regardless of age, disabilities, ethnicity, gender, national origin, race, religion, sexual orientation, and other diverse personal or demographic characteristics.

Albizu University will not tolerate discrimination or harassment based on race, color, religious belief, national origin, sex, sexual orientation, pregnancy, marital status, gender, gender identity, social condition, political ideas, status as victim of domestic violence, disability, veteran status, genetic information, age, or any other characteristic protected by federal, state, or local law in its programs, services, and activities. This prohibition applies to all university programs, services, or activities, including but not limited to admissions and employment. Further information may be found at [Albizu University's Notice of Non-Discrimination](#) and at [The Albizu University Employee Manual](#).

Desirable qualities in trainees

Listed below are personal and professional qualities that we pay special attention to when considering applications. The objective is to obtain the best match between applicants' experiences and the Albizu Clinic's internship mission & philosophy.

- Being fluent in reading, writing, and speaking in both Spanish and English.

- Showing interest and/or having experience conducting psychotherapy and assessments with children that have been sexually abused.
- Being interested and/or having experience conducting psychotherapy and assessments with people that have been exposed to traumatic events.
- Having experience in providing psychological services to women and children that have been victims of domestic violence.
- Demonstrating interest in community involvement and social change.
- Behaving in an ethical manner.
- Demonstrating skills to work with others.
- Having an interest in supervising students.
- Being flexible and adapting to change.
- Showing respect to diverse populations.
- Welcoming diversity in clients.
- Having interest in supervising first year graduate students.
- Being open to feedback.

Application Procedures and Eligibility

Candidates must meet the following criteria to be considered for admission to the Albizu Clinic Psychology Internship Program:

1. The candidate must have completed all required graduate courses in Clinical Psychology Programs (Ph.D. or PsyD.) at Albizu University. Additionally, applicants must have a clearance from the Director of Clinical Training (DCT) and Albizu University Program Director certifying that the applicant has completed all requirements and is ready to apply for internship.
2. The candidate must have completed all pre-internship clinical courses and practice requirements of his/her doctoral program at the time of the application. A minimum of 300 clinically supervised hours, 650 face to face clinical intervention hours, and 175 assessment hours as defined by the Association of Psychology Postdoctoral and Internship Centers (APPIC). Application for Psychology Internship (AAPI) is required. Applicants with slightly fewer hours may still be interviewed if the rest of their application is consistent with our standards.
3. The candidate must complete the online AAPI application. For instructions on how to complete the AAPI, visit the APPIC website and look for the “AAPI” section. As members of APPIC, we participate in the Match Program and applicants must register in the Match Program. Instructions and forms to register for the match can be obtained in the Match Program website. [APPIC](#) provides guidance to navigate the application Process.
4. The candidate must include a minimum of two or a maximum of three letters of recommendations from faculty members and clinical supervisors familiar with their work. The letters of recommendations should include the student’s clinical experiences, their strengths and areas in need of improvement.
5. The candidate must send official graduate transcripts to the AAPI online service. The service will verify the transcripts, scan them into electronic form, and include them with

your application. When uploading the required documentation to the APPI online portal, the student should upload an integrative psychological testing report and a theoretical case conceptualization that includes the treatment plan for a client. Remember to protect and erase any identifiers of clients. Applicants must also upload a cover letter, CV, and essays as part of the requirements. Finally, they must select which program(s) they are applying to. All documents must be in English.

All application materials are to be submitted through the online AAPI portal by December 1. A specific date will be set yearly. No materials will be accepted by mail or e-mail. Incomplete applications or applications received after the deadline date will not be considered. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

Intern Selection Procedures

The Albizu Clinic Internship Director will coordinate the selection process and will create committees for the interview process.

1. After all documents listed above are received, the internship director will review applications and determine which applicants meet the minimal requirements for admission. Based on this information, applicants who meet the requirements will be invited for an interview. Only those applicants that are deemed to be better qualified and have characteristics that seem to fit with our program offerings and setting will be invited to interviews.
2. The Committee will conduct most interviews during the month of January. The process will consist of a semi-structured interview and a case presentation. The interviews will be conducted in a group format with several applicants. The applicants will also be presented with a clinical vignette of ethical issues and will respond to the ethical dilemmas presented.
3. The selection committee (comprised of supervisors and a current intern) will rate every applicant with the Intern Interview Selection Evaluation Form and will submit scores to the internship director. After reviewing all documents submitted and the results of the interview, the internship director will submit a rank-order list of candidates that appear to be qualified and a good fit for our program to the Match Program.
4. The notification of selection to the Program is made in accordance with APPIC policies and procedures. Notification of selection will occur via the Match system. A telephone contact on Match Day and a written confirmation is mailed shortly after to applicants who matched with our Program.
5. The internship director will send a follow-up letter to the interns accepted to the Albizu Clinic internship specifying the starting date, salary, documentation needed, and other information.
6. Applicants who match with our program will be appointed as Psychology Interns and

will be identified as such to both the staff and population served.

Resources for Interns

Interns have professional office space furnished with desks, chairs, and telephones. Administrative/secretarial support services and office supplies are available as needed. Interns have access to all the facilities of Albizu University such as: library, conference rooms, classrooms, and a computer center. Interns have an exclusive lounge reserved for their use.

Stipend and Benefits

1. The stipend is \$18,000 annually.
2. There are a total of 20 leave days allowed per year including: holidays, personal days, sick leave, and dissertation defense.
3. Liability Insurance will be provided by the Albizu Clinic.
4. The Albizu Clinic will provide all testing and psychotherapeutic materials.

Required Documentation after Recruitment

1. Health Certificate
2. Certificado de Antecedentes Penales (Clearance from Police Department)
3. ASUME Certificate (Child Support Enforcement Administration)
4. Birth Certificate
5. CRIM Certificate (Municipal Internal Revenue Center)
6. Additional documents may be required.

Minimum Level of Achievement (MLA) for Internship Completion

This section outlines the Minimum Level of Achievement (MLA) required of psychology interns at key evaluation points throughout the internship year. These benchmarks ensure that interns are progressing appropriately toward the competencies necessary for independent practice in health service psychology. It is designed to meet the expectations outlined in APA Standard I.C.1.d.

Evaluation Procedures

Interns are evaluated three times during the internship year using a standardized evaluation instrument, known as the Intern Competency Evaluation Form (ICEF). This tool assesses performance in each of the following Profession-Wide Competency (PWC) domains, as defined by the APA Standards of Accreditation:

- Ethical and legal standards
- Individual and cultural diversity
- Professional values, attitudes, and behaviors
- Communication and interpersonal skills
- Assessment

- Intervention
- Supervision
- Consultation and interprofessional/interdisciplinary skills

Supervisors complete all sections of the evaluation and provide narrative comments for any area that falls below the MLA. In addition to formal evaluations, a formative evaluation process occurs frequently between supervisors, interns, and the Internship Director. If an intern is not meeting expected levels of competency, they will have received direct and constructive feedback prior to any summative evaluation. This continuous process promotes growth and allows time for appropriate support and planning.

The internship encourages a collaborative approach to supervision, where supervisors and interns engage in regular, open communication throughout the year. Maintaining transparency and mutual accountability supports both intern development and program integrity.

Scoring Criteria

Each performance domain is rated on a 5-point scale:

Score	Performance Level	Description
5	Advanced Level	Demonstrates strong clinical judgment and autonomy; prepared for independent practice.
4	Entry Level to Independent Practice	Consistently integrates skills; functions independently in most settings; seeks supervision appropriately.
3	Basic Competence Level	Demonstrates fundamental clinical competence; needs structure and guidance; meets expectations for early stages of internship.
2	Low Competence Level	Requires frequent supervision and support; triggers review and remedial planning.
1	Very Low Competence	Significant skill deficiencies; requires intensive supervision and a formal remedial plan.

Minimum Level of Achievement (MLA)

Interns must meet or exceed the MLA in each in each Profession-Wide Competency (PWC) domain at the designated evaluation point to be considered as making adequate progress toward successful completion of the internship.

- First Evaluation: MLA is a minimum score of 3.00
- Second (Mid-Year) Evaluation: MLA is a minimum score of 3.00
- Third (End-of-Year) Evaluation: MLA is a minimum score of 4.00

Remediation and Review

If an intern scores below the MLA in any domain, the supervisor must provide narrative feedback identifying specific concerns and discuss it with the intern. The supervisor will decide if a remedial plan is necessary to help the intern develop the expected competency. This plan will include measurable goals, specific strategies, and timelines to support the intern's development.

If both supervisors observe similar competency concerns, they may jointly develop a remedial plan to support the intern. If the concern is observed by only one supervisor, that supervisor is responsible for developing the remedial plan. A collaborative approach with the intern during this process is highly encouraged.

Any supervisor who observes an area for further development in an intern must notify the Internship Director. The Internship Director will follow up on the intern's progress.

Requirements for Completion

To successfully complete the internship, interns must achieve a minimum rating of 4.00 in each competency domain on the final (end of year). Evaluation, as well as meet all other clinical requirements outlined below.

Interns will review their evaluations with their supervisors and sign to acknowledge receipt and discussion.

Interns are expected to complete:

- A minimum 2000 hours, including both direct and indirect clinical activities
- At least 4 case presentations to the academic community
- At least 6 psychological assessment reports
- At least 4 workshops presented to the academic community or outside organization

Training and Supervision

Evaluation Process

- The first evaluation (Intern's Self-Assessment Evaluation Form) consists of a needs assessment to evaluate student competencies in different core areas. This is completed during the first week of orientation and each intern will discuss it with their primary and secondary supervisor. The Intern's Self-Assessment Evaluation Form is available in the Interns' Competency Acquisition Forms Compendium.
- Each supervisor will complete the Intern Competency Evaluation Form and discuss it with the interns they supervise. This takes place during the months of November, March, and July of the internship year. The Intern Competency Evaluation Form is available in the Interns' Competency Acquisition Forms Compendium.

- Each intern will provide an evaluation of his/her supervisors to the internship director at least twice a year, at the end of first semester and at the end of the internship.
- It is the responsibility of the Internship Director and supervisors to identify as early as possible during the training year any intern exhibiting serious problems or deficiencies. Feedback should be given in a timely manner to the intern. If the problem is of such severity as to call into question the intern's successful completion of the program, the internship director will be informed, and a written remedial plan will be developed by supervisors in collaboration with the intern. The internship director will inform the intern's program director.
- At the end of the training year, interns should repeat the Intern's Self-Assessment Evaluation Form that was completed at the beginning of the internship to determine areas of growth during the year.
- Interns will participate in an exit interview with the internship director at the end of the internship year.

Supervision

- Supervision is a crucial dimension and the cornerstone in the intern's clinical training and professional development. It also ensures the quality of professional services offered to diverse clients. Our model of clinical supervision incorporates the guidelines of clinical supervision in [Health Service Psychology](#) developed by APA in 2014.
- Each intern will receive a total of 4 hours of individual supervision per week by two licensed clinical psychologists. Two hours of individual supervision will be with the primary supervisor and the other two hours of individual supervision will be with the secondary supervisor. Supervision is provided in person. Remote supervision is discouraged. Exceptions are made under certain circumstances like illness or other situations.
- Supervisors are expected to be knowledgeable of the scientific basis of psychological practice and to be aware of relevant scientific developments. This scientific knowledge base will be incorporated consistently into the process of clinical supervision.
- Interns will receive regular and timely feedback from their supervisors regarding the quality of their performance in the program. Supervisors are expected to supervise interns in vivo.
- Clinical supervisors receive systematic and regular training in models of clinical supervision, supervision methods and strategies, feedback interventions, ethical issues, diversity, and evaluation procedures among others.
- Since June 2022, most supervisors of the internship program have received a Level I Certification in the Professional Practice of Psychology in Supervision granted by the Board of Psychology of Puerto Rico after participating in 24 hours of continued education.

This is a requirement of all supervisors who aspire to be part of the supervision faculty of the internship program.

Telesupervision Guidelines

This document outlines the Albizu Clinic Internship Program's formal guidelines on telesupervision, in accordance with APA's Implementing Regulation C-15 I (updated July 2023).

While the Albizu Clinic Internship Program emphasizes in-person supervision as the preferred modality, telesupervision may be implemented under exceptional circumstances such as illness, adverse weather conditions, or other factors that significantly limit access to face-to-face meetings. In these cases, telesupervision aligns with the standards outlined in IR C-15 I (updated July 2023), and with applicable ethical, legal, and professional practice expectations.

Telesupervision refers to live, synchronous supervision conducted via secure, HIPAA-compliant videoconferencing platforms. All supervision, regardless of format, is designed to ensure interns receive high-quality clinical training in line with the program's expectations. The internship program takes appropriate measures to maintain the quality and integrity of supervision, whether delivered in person or through secure, HIPAA-compliant telecommunication platforms. Interns are informed of these policies during orientation and are encouraged to discuss any questions or concerns related to telesupervision with their supervisors or the Internship Director.

Supervising psychologists are responsible for ensuring that they possess the necessary competencies for providing telesupervision. This includes not only competence in the content of supervision itself but also an understanding of the unique considerations that arise when supervision is conducted remotely. Supervisors are expected to engage in ongoing education related to telepsychology, remote supervision, and relevant technologies to maintain high standards of training and ethical practice.

As part of their ethical responsibilities, psychologists providing remote supervision remain informed about current regulations, best practices, and evolving guidance from professional organizations. In compliance with the regulations of the Puerto Rico's Psychology Licensing Board, supervisors offering telesupervision must hold a valid certificate authorizing them to provide services via Telehealth. This requirement ensures that telesupervision is conducted within the bounds of both professional competence and jurisdictional standards.

Consistency with Program Aims and Outcomes

The use of telesupervision supports the program's aims to develop culturally, competent, ethical, and flexible clinicians who can practice in diverse service settings, including via telehealth. All training outcomes are expected to be met regardless of supervision format.

Monitoring Effectiveness and Satisfaction

The program evaluates the effectiveness of telesupervision through:

- Mutual intern and supervisor feedback which is encouraged throughout the year and may be shared with the Internship Director at any time.

- Supervisor evaluations of intern competencies.
- Exit interviews at the end of the internship with the Internship Director.

Justification and Appropriate Use of Telesupervision

Telesupervision is used to:

- Maintain training continuity during circumstances such as public health emergencies, weather events, or health circumstances, among other instances that may arise.
- Support the integration of telehealth training in clinical practice.
- Consult clinical cases with professionals.
- Accommodate legitimate reasons why in person supervision is not available.

Criteria for Telesupervision

- An in-person supervisory relationship has been established.
- The supervisor and intern demonstrate sufficient professionalism and independence in clinical documentation.
- The intern is not under a remediation plan that requires in-person supervision exclusively.
- Expectations around telesupervision and contingency plans (e.g., for power/internet outages) have been discussed during orientation.

Privacy and Confidentiality

- All telesupervision must occur over HIPAA-compliant, encrypted platforms.
- Interns and supervisors must conduct sessions in private, secure environments.
- Interns have the right to raise concerns or request modifications to the telesupervision arrangement at any time.

Supervisor Competency

Supervisors who provide telesupervision must:

- Be licensed psychologists and have a permit to offer telehealth services from Puerto Rico's Psychology Licensing Board.
- Have training or documented experience in conducting supervision via videoconferencing platforms.
- Demonstrate adherence to ethical guidelines in remote supervision.
- Offer open communication about the effectiveness of the modality.
- Adjust the supervision format as needed to support intern development.

Further guidance is available in the [APA Guidelines for the Practice of Telepsychology](#).

Note: Revisions will be incorporated as needed to ensure alignment with APA regulations, ethical standards, and training best practices.

Training Opportunities

Training opportunities for interns are varied and involve providing psychotherapy to individual, couples, families, and groups. Additionally, interns will be taking telephone and walk-in intakes, preparing and conducting community outreach, crisis response/intervention, clinical consultation, as well as training in various forms of assessments that may include psychological, cognitive, neuropsychological, psycho-educational, personality, and forensic evaluations. Multiple theoretical orientations are represented among the supervisor faculty, including psychodynamic, cognitive behavioral, humanistic/existential, systemic, post-modern therapies such as narrative and feminist therapy, and integrative models. Supervisory orientations differ depending on the clinical program. Supervision in different treatment modalities such as individual, couples/family, group, case management, and consultation allow the intern the opportunity to sample various intervention strategies. The training takes place mainly in one setting, Albizu Clinic, but the population served comes from three different programs that include the General Clinical Program (GCP), Domestic Violence Program (DVP), and Sexual Abuse Support Program for Children and their Families (Casa Albizu). Interns assigned to a specific program (Sexual Abuse or Domestic Violence) will allocate 80% of their effort towards that program and 20% of their effort distributed to the GCP. This way interns receive specialized training and are also exposed to a wide range of experiences and diverse clients.

General Clinical Program (GCP): Psychological Services for Children, Adolescents, Adults, and their Families Program

The GCP provides psychological services to a diverse population that requests psychological services for a wide variety of reasons. Clients may be referred from public and private agencies, schools, as well as from professional private practices. Parents or legal guardians often solicit services to treat their children diagnosed with or suffering from symptoms related to ADHD, Major Depression, Anxiety, PTSD, Conduct Disorder, Eating Disorders, Oppositional-Defiant Disorder, and Learning Disorders, among others. The GCP also offers services to self-referred adults presenting emotional distress that may be related to family problems, mood, personality, and adjustment disorders, trauma, partner relational problems, and occupational problems. Albizu Clinic serves a wide-range population except for clients who are involved in legal disputes, those who may be chronically mentally ill, or those with chronic histories of substance abuse.

Interns assigned to the GCP provide individual, couple, family, group psychotherapy (when possible) and psychological assessment services. Albizu Clinic provides psychological services to a diverse population such as: preschoolers, children, adolescents, adults, and the elderly. Interns are involved in crisis intervention management, administrative and clinical guidance to practicum students and case consultation to school directors, parents, judicial system, and social workers.

Domestic Violence Program (DVP)

The DVP provides specific psychological services to women and their children that have experienced domestic violence. Although most victims are women, in recent years men have also sought help when being in an abusive relationship. Furthermore, services have also

expanded to support members of the LGBTQ+ community who may be in abusive relationships as well. These services may include orientation, counseling, consultation, individual, family therapy, psychological assessment, and referrals, among others. The main purpose of the DVP is to provide clients with essential skills for overcoming the traumatic experience, enable them to acquire a sense of empowerment in their lives, and move on from abusive relationships. Interns assigned to this program will gain competencies in understanding legal concepts required to advocate for those who have experienced domestic violence, crisis intervention, development of strategic safety plans for clients who may be in imminent danger, psychological and psychometric evaluations focused on the emotional traumatic effects domestic violence has had on victims, play therapy for children that are secondary victims of domestic violence, therapeutic strategies to work with domestic violence and sexual abuse and individual and family therapy. Interns will also gain competency in providing consultation to other professionals working with trauma on the psychological effects of domestic violence.

The Sexual Abuse Support Program for Children and their Families (Casa Albizu)

Casa Albizu operates under the support of the Administration for Families and Children of the Government of Puerto Rico. The Family Preservation Grants of the United States Government funds this program. This is a specialized program that annually provides individual and group psychotherapy to approximately eight hundred and fifty, sexually abused children and adolescents and primary caretakers. The program's facilities are located in Cupey, Ponce, and Camuy. Interns from Casa Albizu provide services at Albizu Clinic.

The main objectives of Casa Albizu are to:

1. Provide psychotherapeutic services (individual, family, or group) to sexually abused children and their families.
2. Administer forensic sexual abuse allegation assessments.
3. Provide psychological consultation to social workers, police, prosecutors, and foster parents that are in some way working or taking care of children and adolescents who have been sexually abused.
4. Promote and develop specialized training to mental health providers in order to determine the best practice for assessing and treating sexually victimized children.
5. Develop and promote research in this area of specialization. Doctoral students at Albizu University regularly conduct their research with data from this Program. Casa Albizu continues to encourage research among doctoral dissertation students, interns and staff.

The interns recruited to this program will have the opportunity to be trained in forensic assessments, identification of sexually victimized children, consultation with interdisciplinary groups, and effective evidence-based treatments and approaches with this specialized population. Casa Albizu interns may engage in research, if interested.

Casa Albizu receives referrals from Social Workers of the Department of Family and Protective Services. The process of assessing allegations of sexual abuse is based on a Forensic Comprehensive Model (Kuehnle, 2009, 1996; Cantón Duarte y Cortés, 2008; Faller,

2007, 2003), along with the guidelines of the [American Professional Society on the Abuse of Children](#) (APSAC, 1997). Casa Albizu is involved and collaborates with legal procedures, ensuring that child protection and therapeutic treatment occurs shortly after the allegations.

Interns who complete their internship in this specialized program have the opportunity to participate in a forensic scenario, refining their clinical skills individual, group, family, and forensic assessments. Interns receive specialized training in the management and treatment of sexual abuse. Casa Albizu Interns participate in the development of a sexual abuse prevention activity in school settings during the month of April.

Didactic Training

The internship offers didactics throughout the internship year designed to enhance clinical training. All interns, regardless of the main program in which they participate, are required to participate in didactics every Friday. Interns who belong to Casa Albizu, receive didactics that are more focused on sexual trauma. However, there are didactics on core clinical issues that are shared by all interns. Sometimes all interns participate in Casa Albizu didactics. Other times, interns from Casa Albizu participate in GCP or DVP didactics. This is coordinated ahead of time. Interns devote a total of 10% of their time (i.e., 4 hours weekly) to the didactic training experience.

Profession-wide competencies guide the didactic program and the selection of the specific topics that are covered through the didactic workshops. The foundation of these workshops are evidence-based scientific psychology, focusing on diversity and its applicability to the Puerto Rican and Caribbean cultures. Likewise, the workshops intend to bridge the gap between theory and practice for all the program competencies. Moreover, these topics are consonant with what interns' encounter in private practice or when working in mental health or community health centers and inpatient settings. Therefore, through didactics, they have an opportunity to delve deeper into these areas and put into practice the models, techniques, and skills presented in many hands-on workshops. To enhance the didactic program, workshops are added every internship year, while other existing workshops have been reviewed and updated. A list of possible didactics is presented below with a brief description of each.

Ethics in Health Service Psychology: Application to Clinical Practice

This workshop focuses on exploring and discussing the fundamental ethical principles that govern the practice of health service psychology. Participants will have the opportunity to examine common ethical dilemmas, discuss case studies, and reflect on best practices in the field.

Crisis Intervention: Assessment, Treatment Planning & Intervention

This workshop focuses on equipping participants with the necessary skills to manage crisis interventions involving at risk populations or environmental disasters effectively.

Diversity in Clinical Practice

This workshop focuses on the importance of considering gender and sexuality to increase awareness of gender social construction and socially accepted prejudices in Puerto Rican culture

Law & Psychology

Experts in this area will present an in-depth review of Puerto Rico's State Law as it relates to the prevention and intervention of domestic violence, protection of the mentally ill, child sexual abuse allegations, forensic evaluation interview process, expert interview report

requirements, and child sexual abuse reports in court.

Violence, Family, & At-Risk Children

Staff and guest speakers discuss sexual abuse concepts as applied to children, adolescents, and adults. Examples of these topics include the psychological consequences of sexual abuse, sexual abuse theoretical conceptualizations and diagnosis, indicators of sexual abuse, post-traumatic stress disorder in children and adult survivors of sexual abuse, typical and atypical sexual behavior in children, and psychosocial aspects of domestic violence.

Therapeutic Strategies in Psychotherapy

This workshop is designed to assist interns in becoming more proficient in psychotherapeutic strategies and therapeutic interventions with children, adolescents, and adults. Evidence-based treatments for individual, family and group therapeutic models are discussed and reviewed. Didactics might include Cognitive Behavioral Therapy, play therapy, survival therapy, Acceptance and Commitment Therapy, Emotion-Focused couple's therapy, and systemic therapies, among others.

Supervision

The purpose of this workshop is to provide interns with an understanding of the supervision process. The theoretical and practical aspects of the most widely used models of clinical supervision are reviewed. Competency Based Supervision as well as the Developmental Model will be presented. In addition, the legal aspects of supervision are discussed and the profession's ethical guidelines are analyzed. Special attention to evidence-based practices will be emphasized. Deliberate practice and standardized patients will be an integral part to supervision training, making this didactic hands-on experience.

Health Considerations

The Health Seminar will offer interns a broad understanding of sexually transmitted diseases, the connection between physical and mental health, and the use of pharmacology in the treatment of mental disorders. Guest speakers include a psychiatrist and interns are encouraged to consult cases they are working on.

Evaluation & Assessment of Intelligence

This workshop reviews the latest versions of the Wechsler Intelligence Scale, Woodcock Muñoz, and Leiter while including the interpretative guidelines for the Puerto Rican population. There is an emphasis on reviewing newer versions of assessment scales including culture-free scales.

Diversity

Diversity is embedded in many of our didactic trainings. Nevertheless, some specific didactics are related to gender and sexuality seminars. The goal is to increase awareness of Puerto Rico's gender social construction and socially accepted prejudices. Exploration and review of homophobia, stigmatization, and social exclusion in Puerto Rico will be covered. Special attention will be given to evidence-based practices for the LBTTQ+ community. Other didactics related with diversity will be included across the training experience.

Entrepreneurship and Management in Health Services Psychology

This workshop will focus on gaining an understanding of the models available for the development of a new business enterprise, the phases of development of the new business, the strategic development process, and the many details that need to be addressed before and during the startup phase of the project.

Professional and Personal Development Seminars

Throughout the year seminars are held to address issues such as professional identity, burnout prevention, balancing professional/personal life, self-care, and self-compassion. These topics are essential to the well-being of interns and professionals. Special attention will

be given to the management of vicarious trauma.

Theories and/or methods of treatment evaluation

This seminar is geared towards discussing the importance of receiving feedback from clients about the therapeutic process and teaching them to use outcome scales in a systematic way to evaluate clinical treatment progress and psychotherapy effectiveness. The OQ®-45.2 Spanish version by Lambert, Y-OQ® 2.01 (Youth Outcome Questionnaire by Lambert), Y-OQ® SR 2.0 (Self-Report version of the Youth Outcome Questionnaire), the Outcome Rating Scale (ORS) by Miller & Duncan, and the Session Rating Scale 3.0 (SRS) by Miller, Duncan, and Johnson will be presented. In this seminar, psychological theories of feedback and the systematic method of evaluation of the psychotherapy process will be discussed to evaluate client's therapeutic progress. At the end of the seminar, interns should be able to administer, score and interpret the scales.

Psychotherapy Research: Application to Clinical Practice

This workshop provides emphasis on the recent advances in Health Service Psychology.

Intern's Schedule

Weekly and Annual Hourly Distribution
Full Time/1 Year (40 hours/Weekly Sample)

CLINICAL TRAINING ACTIVITIES	Weekly	Annual
Direct Clinical Services	17 hrs.	884 hrs.
Individual Therapy		
Group Therapy		
Couples Therapy		
Family Therapy		
Psychological Testing		
Crisis Intervention		
Case Consultation		
Clinical Intake		
Indirect Clinical Services and Administrative Tasks	12 hrs.	624 hrs.
Case Presentation		
Community Workshops		
Case Assignments to practicum students		
Staff meetings		
Documentation in Clinical Records		
Psychological report writing		
Individual Clinical Supervision	4 hrs.	128 hrs.
Primary Supervisor		
Secondary Supervisor		
Intern as Supervisor	4 hrs.	128 hrs.
Didactic Training Experience	3 hrs.	156 hrs.
Total Hours	40 hrs.	2000 hrs.

Internship Structure

Interns from the GCP, DVP and Casa Albizu spend Monday through Thursday at Albizu Clinic. On Fridays, they participate in didactics at Albizu University. Once a month, two interns rotate on Saturdays at Albizu Clinic and assist graduate students by offering support during crisis interventions, consultations, and case assignment, among other duties. Because interns need to keep track of their monthly activities, every month they complete the Monthly Report of Activities and hand it in to the internship director. This allows interns, supervisors, and the internship director to see if all requirements are being met. This document is available in the Interns' Competency Acquisition Forms Compendium. Listed below are some of the main activities that interns experience during the internship year.

Didactics: Didactics are scheduled every Friday from 9:00 a.m. to 12:00 p.m. The presenter may be a faculty member from Albizu University, a supervisor, or a professional from the community with relevant expertise. All interns are required to attend didactics. There will be deviation from this typical schedule when appropriate.

Monthly Meetings: Once a month on Fridays, instead of a didactic, interns will meet with the internship director. The purpose of the meetings is to share relevant information regarding changes in schedules, concerns that interns may have, didactics interns are interested in receiving, peer relations, conflict resolution among peers, concerns about any aspect of the internship experience. The chief of interns meets with the internship director to discuss the agenda for the monthly meetings. Monthly meetings offer the space for interns to express positive aspects and areas of improvement needed for the optimal functioning of the internship.

Psychoeducational Community Workshops: Interns are required to offer four Psychoeducational Community workshops during the year.

Case Presentations: Interns are required to conduct a minimum of four Oral Case Presentations during the year. During the Case Presentations, interns will present a case they have worked on with their supervisor to the university community. Diversity in case selection is encouraged. The clinical supervisor who supervises the case must be present to facilitate discussion and complete the evaluation form. The Case Presentation Evaluation Form is available in the Interns' Competency Acquisition Forms Compendium.

Clinical Supervision: All interns receive a minimum of four hours of weekly individual supervision by licensed psychologists. The primary supervisor provides two hours of individual supervision, and the secondary supervisor provides two hours of individual supervision as well. Interns receive training in all competency areas required by the Internship (professionalism, reflective practice, professional relationships, individual and cultural diversity, ethical/legal standards and practice, assessment, intervention, consultation, supervision, scientific knowledge, and methods, research/evaluation, among others). Interns must prepare Case Conceptualizations for all clients in therapy. The supervisor will use the Case Conceptualization and Treatment Evaluation Form to assess progress. The Case Conceptualization and Treatment Evaluation Form is available in the Interns' Competency Acquisition Forms Compendium.

Psychological Testing: Interns will complete two hours per week of psychological testing throughout the year and will complete a minimum of six full batteries with written reports. The assessment hours involve test administration, scoring, and report-writing for children, adolescents, and adults. It is expected that applicants will have strong cognitive and personality testing skills and will have taken the cognitive and personality assessment classes offered at Albizu University. Supervisors may require interns to complete more psychological testing if the intern demonstrates areas of need in this category. Likewise, interns who have a special interest in testing may request more assessment evaluations if the supervisor approves such request. The supervisor will use the Psychological Testing Competency Evaluation Form to assess progress. The Psychological Testing Competency Evaluation Form is available in the Interns' Competency Acquisition Forms Compendium.

Intern's Clinical Supervision Training Rotation: The purpose of this activity is to develop professional competence in clinical supervision by providing supervision to first year practicum students. Interns will be assigned a group of first year graduate students that meet weekly with a senior supervisor. Group supervision of first year graduate students is called Module. Module I takes place during the Fall semester and Module II during the Spring and Summer semesters. Each module is composed of 5-8 students and are divided between PsyD and PhD students. During these Modules, first year graduate students attend group supervision with a licensed senior supervisor for 6 hours in the Fall and 4 hours in the Spring and Summer semesters. Interns participate during 4 weekly hours in the Modules and provide supervision to students under the supervision of the senior supervisor. During the Fall semester, interns use evidence-based strategies to teach clinical micro skills necessary to conduct initial interviews that require creating therapeutic alliance, active listening, paraphrasing, summarizing, empathy, reframing, intake information, explaining informed consent, among other basic skills. Deliberate practice and role-plays are essential in the development of these skills. During the Spring semester, interns provide feedback and participate in in-vivo supervision while students practice conducting initial interviews with standardized patients. During the Summer semester, students are assigned real clients at Albizu Clinic and interns take an active role in the supervision of cases along with the senior supervisor. Interns take a pivotal role in correcting progress notes, case conceptualizations and case supervision. During the internship year, interns work closely with Module students and act as role models for them. Interns also take an active role in preparing presentations for their supervisees that include topics such as completing an intake interview, preparing progress notes, creating case presentations, among others.

Intern Experience and Policies

Interns' Rights

1. The right to receive a clear statement of rights and responsibilities upon entry into the Internship Program, including a clear statement of goals and parameters of the clinical training experience.
2. The right to be trained by professionals in accordance with the APA and PR ethical code and guidelines.
3. The right to be treated with professional respect that recognizes the training and experience that interns bring.
4. The right to ongoing evaluation that is specific, respectful, and pertinent.

5. The right to engage in an ongoing evaluation of the Doctoral Internship Program's clinical training experience.
6. The right to initiate an informal resolution of a problem that might arise during the Internship experience (e.g., supervision, case assignments, etc.) by first and foremost directly contacting the person and/or persons involved. If no progress towards resolution is made with the person and/or persons involved after reaching out to them to discuss problematic matters face-to-face, the intern should contact the appropriate clinical supervisor (i.e., primary or secondary) to try to resolve the problem. If the problem is not resolved with the clinical supervisor's assistance, the training director may be contacted.
7. The right to due process, including the opportunity to appeal to the Internship Director, shall be afforded in cases where informal resolution efforts have been unsuccessful—first with the individual(s) involved, and subsequently with the appropriate Clinical Supervisor—or when an intern believes that their rights have been violated.

Interns' Responsibilities

1. The responsibility to read, understand and clarify, if necessary, the statement of rights and responsibilities. It is assumed that these responsibilities will be executed and their implementation is viewed as a function of competence.
2. The responsibility to behave within the principles set forth by the statutes and regulations of the APA, the Code of Ethics of the Puerto Rico Psychologist's Board, and the Albizu Clinic regulations.
3. The responsibility to be open to professionally appropriate feedback from supervisors, professional staff, and agency staff.
4. The responsibility to give constructive feedback that evaluates the training experience or other didactic experiences during the internship experience.
5. The responsibility to behave in a professionally appropriate manner if due process is initiated.
6. The responsibility to actively participate in the training, clinical services, and the overall activities of Albizu Clinic.
7. The responsibility to meet clinical training expectations by developing competencies in the following areas: psychotherapeutic interventions, psychological assessment, a scientific base to inform clinical practice and research, psychological consultation, supervision, ethical standards, sensitivity to work with culturally diverse population (e.g. race, ethnicity, gender, socio-economic class), and attitudes and skills that support lifelong learning.

Intern Record Retention and Access Guidelines

During orientation, interns are informed of the program's record retention guidelines, including detailed procedures for documentation and record-keeping.

Intern records include a checklist of items such as:

- Completed Intern Competency Evaluation Forms (3)
- Monthly internship hours, printout, as documented in Time2Track (electronic tracking system)
- Remedial Plans (if applicable)

- Grievance documentation, which may include:
 - Intern's formal complaint
 - Meeting notes and Communications
 - Resolution outcomes
 - Appeals documentation
- Sick leave requests and authorizations
- Exit interview

Intern records are securely stored with appropriate safeguards to ensure confidentiality. These records are housed in the Annex, a restricted-access area adjacent to the Albizu Clinic, which also stores confidential clinical files. A designated section within the Annex is reserved specifically for intern records, and access is limited to authorized training personnel.

All intern records are permanently maintained by the program as evidence of interns' progress through the internship and to support future credentialing, licensure, and professional verification. This retention practice ensures the program's compliance with accreditation standards and protects the integrity of the training documentation.

Interns may access their records at any time and are encouraged to review documentation with the Internship Director as needed.

The Albizu Clinic Internship Program is currently evaluating digital storage systems to improve efficiency, reduce physical storage needs, and support environmentally conscious practices. As digital solutions are implemented, all confidentiality and security standards will continue to meet applicable legal and ethical guidelines. Interns will be notified of any changes to access or storage procedures.

Self-Care and Intern Wellness

The Internship Program at the Albizu Clinic recognizes that clinical training is both a rewarding and demanding experience. Interns are expected to demonstrate professionalism, ethical conduct, and dedication to their clients —while also attending to their own physical, emotional, and mental well-being.

Interns are encouraged to engage in regular self-care practices that promote balance, resilience, and emotional regulation. These may include physical activity, mindfulness or relaxation exercises, healthy sleep routines, personal therapy, and fostering supportive personal relationships.

The Internship Director is available to listen to any concerns or needs that may arise throughout the training year. Interns are encouraged to reach out at any time.

If needed, the Internship Director, in collaboration with the intern, may consult with supervisors to explore accommodations, such as adjusting caseloads or temporarily pausing administrative duties to allow time for medical or personal matters.

Supervisors and the Internship Director are available to support interns who may be experiencing stress, burnout, or personal challenges that impact their functioning. Interns are encouraged to communicate openly if they feel overwhelmed, and to seek support without fear of judgment or negative evaluation. Seeking support is viewed as a hallmark of professional maturity, ethical self-awareness, and commitment to effective client care.

In addition, interns are informed about available student support services through Albizu University, including:

- Mental health counseling services through the university
- Referrals for personal therapy upon request
- Support from the Office of the Dean of Students, especially during times of crisis or hardship
- Participation in wellness and professional development workshops

Interns are reminded that attending to one's well-being is not only beneficial for personal health but also essential to providing ethical and effective clinical care.

Intern Culture and Peer Support

Interns are encouraged to foster a collaborative and supportive atmosphere throughout the training year. As a cohort, they often look after one another, share resources, and provide emotional support during times of stress or professional challenge. This sense of community plays a vital role in promoting wellness and resilience. These peer relationships not only enhance morale but also contribute meaningfully to the development of each intern's professional identity.

In addition to their clinical and academic responsibilities, interns often celebrate personal and professional milestones together, including birthdays, IRB approvals, and even baby showers. They frequently organize group dinners and participate in social activities outside of the clinic, further strengthening their bonds and enhancing their overall internship experience.

Social Media Guidelines

Based on the APA's cautionary statement, Albizu Clinic's Internship in Health Services Psychology advises staff and trainees who use social media (e.g., Facebook, Instagram, X, Snap Chat, TikTok, YouTube) and other forms of electronic communication to be mindful of how their communication may be perceived by clients, colleagues, university staff, faculty, and others in the professional community. As such, Albizu Clinic staff and trainees should make every effort to minimize material that may be deemed inappropriate for a mental health

professional or trainee. To this end, all security settings should be considered carefully and most likely set to “private”. Albizu Clinic staff/trainees should avoid posting information, photos or using any language that could jeopardize their professional image. Staff and trainees should consider limiting the amount of personal information posted on these sites and should never include clients as part of their social network or include any information that might lead to the identification of a client, or compromise client confidentiality in any way. If staff or trainees report an intern using social media, a website or an email engaging in unethical or illegal behavior, that information may be used by Albizu Clinic as they determine a course of disciplinary action. As a preventive measure, Albizu Clinic requires that staff and trainees approach social media carefully. (Note: This policy is based on the policies developed by the University of Denver, Jenny Cornish; University of Albany; University of Kansas, Michael Roberts; and San Diego State University, Elizabeth Klonoff). For further information on this topic, please see [APA Guidelines for the Optimal Use of Social Media in Professional Psychological Practice](#).

Due Process and Conflict Resolution

General Guidelines of Due Process

Due process ensures that decisions about Interns are not arbitrary or personally biased. It requires specific procedures that are applied to all Interns equally and provide appropriate appeal procedures. All steps need to be appropriately documented and implemented. General due process guidelines include:

1. Provide orientation to interns about the doctoral internship program's expectations related to professional functioning and discussing these expectations.
2. Stipulate the procedures for evaluation, including when and how evaluations will be conducted. Such evaluations should occur every four months for a total of 3 evaluations in the academic semester.
3. Articulate the various procedures and actions involved in making decisions regarding unacceptable behaviors.
4. Establish communication often with graduate programs about any suspected difficulties with Interns and when necessary, seeking input from the academic programs about how to address such difficulties. If necessary, the program director may refer the intern to the Dean of Students.
5. Institute, when appropriate, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies.
6. Ensure that interns have sufficient time to respond to any action taken by the program.
7. Analyze input from multiple professional sources when making decisions or recommendations regarding the intern's performance.
8. Document in writing and to all relevant parties, the nature of the problem and the actions taken by the program.

Procedures for Responding to Inadequate Performance by an Intern

If an Intern receives an unacceptable rating from any of the evaluation sources in any of the major categories of evaluation, or if a staff has concerns about an Intern's behavior

(ethical or legal violations, professional incompetence) the following procedures will be initiated:

1. The staff will consult with the internship director to determine if there is reason to proceed and/or if the behavior in question is being rectified.
2. If a staff member that is not the intern's supervisor brings the concern to the internship director, the internship director will discuss the concern with the intern's clinical supervisors.
3. If the internship director and clinical supervisors determine that the alleged behavior in the complaint, if proven, would constitute a serious violation, the internship director and the staff who initially brought the complaint along with the supervisors will document the concern.
4. The internship director will discuss the concern with the intern and allow the intern to provide feedback about the situation.
5. The internship director will inform the situation to the intern's academic program director.
6. If resolution cannot be achieved with the informal involvement of the internship director, the intern may file a written grievance with the internship director.
7. Upon receipt of the written grievance, the internship director will convene a Grievance Committee to discuss possible courses of action.
8. Once the Grievance Committee has made a decision about the intern, the internship director will inform the intern in writing and will meet with the intern to review the decision. This meeting may include the intern's clinical supervisors. If the intern accepts the decision, any formal action taken will be communicated in writing to the intern's academic program director. This notification indicates the nature of the concern and the specific alternatives implemented to address the concern.
9. The intern may choose to accept the conditions or may choose to appeal.

Appeal Procedures

If an intern does not agree with any of the actions taken, remediation or sanctions or with the handling of a grievance, the following appeal procedures should be followed:

1. The intern should file a formal appeal in writing with all supporting documents to the internship director. The intern must submit this appeal within 5 working days from their notification letter. The document should include specific aspects of the remediation plan that the intern rejects, and his/her recommendations for specific amendments.
2. Within three working days of receipt of a formal written appeal from the intern, the internship director must decide whether to implement a Grievance Committee (Review Panel) or respond to the appeal without convening a committee.

Grievance Procedure

Interns are subject to the policies and procedures outlined below. These policies are made available to interns, and staff each year at the beginning of every academic year. Interns are provided with a copy of the policies the first week of the Internship year.

- It is the intent of the Albizu Clinic Internship to be receptive to intern's expression of problems encountered during the internship and to make reasonable and timely efforts to resolve the intern's dissatisfaction.
- Faculty members are expected to act in good faith in dealing with problems expressed by interns. Faculty members will not interfere with the right of the intern to express or file a grievance. Interns are assured freedom from restraint, discrimination, or reprisal in expressing their grievance.
- Any problem or dissatisfaction should initially be addressed with the person/s involved.
- If a satisfactory resolution cannot be achieved at that level, the issues should be taken to the next level (e.g., the clinical supervisor) or to the internship director, if the first level was the supervisor. If the internship director is the object of the grievance, or unavailable, the issue should be raised with the Albizu Clinic director. If the situation is not resolved at this level, then it should be taken to the academic program directors. If it is still not resolved, then it should be presented to the Chancellor and if needed, to the Albizu University President.
- At any stage of the process, interns may consult informally or formally with the internship director, the Albizu Clinic director, academic program director, the Dean of Students, the Chancellor, Albizu University President, APA, or APPIC for legal counsel about their dissatisfaction or grievance.
- If a resolution cannot be achieved at an informal level, the intern may file a written grievance with the internship director.
- Upon receipt of the grievance, the internship director will convene a Grievance Committee consisting of three members including supervisors and faculty members from the intern's program.
- The Grievance Committee will resolve the grievance if possible. If not, the committee will take any of the following actions:
 - Consult with legal counsel.
 - Consult with other professional organizations (e.g., APA).
- The Grievance Committee (review panel) will review all written materials from the intern and other parties, and will have the opportunity, if necessary, to interview the parties. The committee has the final decision regarding the outcome. If mediation fails and the complaint itself is against the staff, grievance procedures dictated by Albizu Clinic policies will be followed. The chancellor will have the final decision regarding the complaint. The chancellor has 30 working days to make a final decision about the dispute. The chancellor's decision will be informed in writing to the intern. This is the last internal resource available.
- The Grievance Committee will maintain minutes of all its meetings. The Committee will also retain records of all testimony presented. The Committee will have documentation that may be in the form of written summaries, sworn testimonies or audio recordings.
- If the intern is not satisfied with the decision of the committee, he/she may notify their academic program, the APA, or consult legal counsel.

Due Process for Unacceptable Behaviors

Professional judgment is used to determine when an intern's behavior becomes problematic rather than that of concern. Interns may exhibit behaviors, attitudes, or characteristics that are of concern and require remediation. Unacceptable behavior is

considered behavior which interferes with the professional functioning of the individual observed in one or more of the following ways:

- The intern does not acknowledge, understand, or address the problem when it is identified.
- The problem is not merely a reflection of a skill deficit, which can be rectified by academic and/or didactic training.
- The intern exhibits inability to control personal stress, strong emotional reactions and/or psychological dysfunction which interfere with professional functioning.

Notification Procedures to Address Unacceptable Behavior

It is important to have meaningful ways to address unacceptable behavior once it has been identified. In implementing remediation or sanction interventions, the staff must be mindful and balance the needs of the intern, the clients, and others involved in the intern's clinical training experience, the supervision staff, and other Albizu Clinic staff.

- **Informal Stage**

This stage is flexible and pursues a quick resolution of the problem. It can be resolved by discussion among the involved parties. The intern's clinical supervisor will be the person responsible for notifying the intern promptly about the unacceptable behavior(s) and the specific steps required to correct it. The notification may be oral or written depending on the severity of the deficiency but should be specific and detailed.

- Verbal Warning – alerts the intern of the need to correct unacceptable behavior(s) identified by the supervisor.
- Written acknowledgment – formally notifies the intern that:
- The internship director is aware of and concerned with the performance of the intern.
- The concern has been brought to the attention of the intern.
- A remediation plan has been set up between supervisor, intern, and internship director (refer to remediation plan below). This will be kept in the intern's personal record.
- The internship director will supervise the remedial plan and work with the supervisor to closely monitor that the intern rectifies the problem or skill deficit.

Remedial Plans and Sanctions

- **Formal stage**

This stage documents agreements and may have consequences that could affect the intern's ability to complete the internship year if modifications are not made.

- **Schedule Modification** – This is considered a time-limited, remediation-oriented plan that is closely supervised during a period of training designed to allow the Intern to perform at a more fully functioning state. Modifying an intern's schedule is an accommodation made to assist the intern in responding to personal situations that may be due to environmental stress, illness, or other

circumstances with the full expectation that the intern will complete the internship experience. This period will include, more closely scrutinized clinical supervision conducted by both clinical supervisors in consultation with the internship director. Several possible and perhaps concurrent courses of action may be included in modifying a schedule, such as any of the following:

- Increasing the amount of supervision, either with the same or other clinical supervisor.
- Modifying the format, emphasis, and/or focus of clinical supervision.
- Referring the intern to seek psychological services.
- Reducing/modifying the intern's clinical workload.
- Recommending the intern engage in specific Albizu academic coursework or training.

The length of a schedule modification period will be determined by the internship director in consultation with the clinical supervisor that oversees the area (i.e., therapy or assessment). The termination of the schedule modification period will be determined in consultation with the intern's clinical supervisors and internship director. If the intern does not complete the schedule modification plan satisfactorily, he or she will be placed on probation.

- **Probation** – This is a time-limited, remediation-oriented, more closely supervised training period. During probation, a second schedule modification remediation plan will be implemented. The purpose of the second modification plan is to assess the ability of the Intern to complete the internship experience and to achieve a more fully functioning state. Probation defines a relationship in which the internship director systematically monitors for a specific length of time the degree to which the intern addresses, changes, and/or otherwise improves the behavior that is being modified. Probation will be given to an intern after an unsuccessful first-time schedule modification. The intern is informed of the probation in a written statement that includes:

- The specific unaccepted behavior.
- The recommendations for rectifying the problem.
- The time frame for the probation, during which the problem is expected to be resolved.
- The procedures to ascertain whether the problem has been appropriately rectified.

If the internship director determines that there has been no sufficient improvement in the intern's behavior to remove the probation, the internship director will discuss with the intern's clinical supervisors the possible courses of action to be taken. The internship director will communicate to the intern in writing the conditions for revoking the probation if the agreements have not been met. This notice will include the course of action to follow. This may include continuation of the remediation efforts for a specified time or implementation of a sanction. The internship director will send a written letter to the academic program director of the intern, notifying them of the remediation status. If the intern's behavior does not change the intern will not successfully complete the internship experience. A final letter of

notification will be sent to the academic program director specifying the intern's final status.

- **Sanctions** - Some sanctions that may be taken if the intern does not improve after the remediation plan or probation are:
 - **Suspension of Direct Service Activities** – This requires a determination that the welfare of the intern's client(s) has been jeopardized. This would require notification to the Albizu Clinic Quality Assurance Committee to subject the intern to any disciplinary action. Therefore, direct service activities would be suspended for a specified period as determined by the internship director and recommended by the Quality Assurance Committee. At the end of the suspension period, the intern's supervisor in consultation with the internship director will assess the intern's capacity to render psychological health services to the public, and determine when direct service can be resumed, if possible.
 - **Administrative Leave** – This involves the temporary withdrawal of all responsibilities and privileges as determined by the internship director, in accordance with Albizu Clinic internship program policies and procedures. If the probation period, suspension of direct service activities, and/or administrative leave interferes with the successful completion of the training hours needed for completion of the Internship, this will be noted in the intern's file and the intern's academic program director will be notified by written communication. The internship director will inform the intern the effects of the administrative leave will have on the intern's stipend and successful completion of the internship.
 - **Dismissal** – This involves the permanent withdrawal of the intern from the internship program, responsibilities, and privileges, as determined by the internship director, in accordance with Albizu Clinic internship program policies and procedures. When specific interventions did not rectify the impairment, and the intern seems unable or unwilling to alter his/her behavior, the internship director will inform the intern's academic program director of the termination of the training program or dismissal from the Albizu Clinic. Administrative leave or dismissal would be invoked in cases of severe violations of the APA and/or the Puerto Rico Board of Psychologist Code of Ethics, or when imminent physical or psychological harm to a client is a major factor, or the intern is unable to complete the internship due to physical, mental or emotional illness. When an intern has been dismissed from the internship program, the internship director will inform the intern's academic program director that the intern has not completed the internship program successfully.

Clinical Operations in Special Circumstances

Emergency Procedures for Clinical Services

The Albizu Clinic is equipped with a generator to support continuity of clinical services during power outages, which are common in Puerto Rico. In the event of atmospheric or environmental conditions that present safety risks (e.g., hurricanes, severe storms, flooding), the clinic may close temporarily to ensure the safety of staff, interns, and clients.

Interns will be notified by the Internship Director regarding any closures or operational changes. Interns are expected to promptly communicate with assigned clients to reschedule sessions or make appropriate arrangements in collaboration with their supervisors. When electricity and internet service are available, interns may conduct sessions remotely using HIPAA-compliant telehealth platforms approved by the clinic. In the absence of service, interns should make reasonable efforts to reestablish contact with clients and check on their well-being as soon as conditions permit. Interns conducting remote sessions from home must ensure they are in a private, secure location, consistent with clinic telehealth protocols. All attempts at communication and modifications to clinical care must be documented in the client's record according to clinic protocol.

Interns and supervisors are expected to remain in communication throughout the emergency period. The Internship Director will issue specific instructions to interns and supervisors regarding clinical service delivery, documentation, supervision expectations, and any temporary modifications to training requirements. The Internship Director will also inform the PhD and PsyD Program Directors of any operational interruptions affecting the internship experience. If regular contact with a supervisor or the Internship Director is disrupted, interns should follow the clinic's emergency communication plan, which includes backup contact numbers and emails, if available.

Interns should continue tracking clinical hours and related activities during this period using Time2Track or other approved documentation systems. Supervisors will make every effort to ensure continuity of supervision, which may be conducted remotely if needed. If supervision is disrupted due to emergency conditions, it will be rescheduled as soon as feasible.

Intern Support During Emergencies

Intern safety remains the program's top priority. Interns will not be expected to provide in-person or remote services if doing so places their health or safety at risk. In situations where a client is in crisis and the intern cannot reach a supervisor due to the emergency, interns must follow the clinic's crisis procedures, including contacting emergency services if necessary.

The Internship Program recognizes the emotional toll that emergencies can place on interns and their families. The Internship Director and faculty are available to offer support and ensure

intern well-being remains a top priority. Interns are encouraged to communicate openly about any concerns related to their safety, clinical responsibilities, or emotional health during and after such events.

The Office of the Dean of Students will also be available to assist interns during these events. In the past, the office has supported students by providing food, basic necessities, and access to helpful resources in the aftermath of emergencies.

The Albizu Clinic Internship Handbook is an up-to-date document containing the current policies and procedures of the internship program. The content offers candidates and interns accepted to the program, everything that is required to successfully complete their internship experience. The manual clarifies procedures and protocols to facilitate the processes in which interns participate during the year. It is intended to be an ongoing source of guidance on didactic and clinical activities. Furthermore, it provides information on the administrative hierarchy of the internship. In summary, the handbook provides a portrait of our internship, and it represents the essence of Albizu Clinic's Internship.

Note: The Albizu Clinic internship program handbook and evaluation forms will be discussed with interns within the first week of commencement of the internship year.