

Albizu Clinic Internship Program Handbook 2026–2027



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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). The program's most recent site visit was conducted in 2025, and the internship was granted full accreditation for 10 years.

The next site visit is expected in 2035.

Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation

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Table of Contents

OVERVIEW OF THE TRAINING SETTING.....	1
INTRODUCTION.....	1
DESCRIPTION OF ALBIZU CLINIC.....	1
LOCATION	2
PHYSICAL FACILITIES OF ALBIZU CLINIC	2
INTERNSHIP CLINICAL SUPERVISOR FACULTY	3
PROGRAM PHILOSOPHY AND STRUCTURE	5
MISSION AND PHILOSOPHY OF THE ALBIZU CLINIC INTERNSHIP	5
AIMS, COMPETENCIES, AND ELEMENTS	5
<i>Aim I</i>	<i>6</i>
<i>Competency A: Psychological Assessment Competency</i>	<i>6</i>
<i>Competency B: Psychological Intervention</i>	<i>6</i>
<i>Competency C: Communication and Interpersonal Skills</i>	<i>7</i>
<i>Competency D: Consultation and Interprofessional/Interdisciplinary Skills</i>	<i>7</i>
<i>Competency E: Supervision</i>	<i>7</i>
<i>Aim II</i>	<i>8</i>
<i>Competency II.A: Research.....</i>	<i>8</i>
<i>Competency II.B: Individual and Cultural Diversity.....</i>	<i>8</i>
<i>Competency II.C: Ethical and Legal Standards</i>	<i>8</i>
<i>Competency II.D: Professional Values, Attitudes, and Behavior.....</i>	<i>9</i>
NON-DISCRIMINATORY PRACTICES	9
DESIRABLE QUALITIES IN TRAINEES	10
APPLICATION PROCEDURES AND ELIGIBILITY	10
INTERN SELECTION PROCEDURES	11
REQUIRED DOCUMENTATION FOLLOWING THE MATCH.....	12
STIPEND AND BENEFITS.....	12
RESOURCES FOR INTERNS	13
TRAINING, EVALUATION, AND SUPERVISION	13
INTERNSHIP STRUCTURE.....	13
TRAINING OPPORTUNITIES.....	13
GENERAL CLINIC PROGRAM (GCP)	14
DOMESTIC VIOLENCE PROGRAM (DVP)	15
CASA ALBIZU SEXUAL ABUSE PROGRAM.....	15
INTERN’S SCHEDULE.....	16
DIRECT CLINICAL SERVICES.....	16
INDIRECT CLINICAL SERVICES, DOCUMENTATION, AND ADMINISTRATIVE RESPONSIBILITIES	17
SUPERVISION ROTATION AND INTERN-AS-SUPERVISOR ACTIVITIES.....	17
SCHEDULE EXPECTATIONS.....	17
DIDACTIC TRAINING	18
MONTHLY INTERN MEETINGS	19
CASE PRESENTATIONS AND COMMUNITY WORKSHOPS.....	19
SATURDAY ROTATION	19
TRACKING OF TRAINING ACTIVITIES AND HOURS.....	20
EVALUATION PROCESS.....	20
MINIMUM LEVEL OF ACHIEVEMENT FOR INTERNSHIP COMPLETION	21
<i>Scoring Criteria</i>	<i>21</i>
<i>Minimum Levels of Achievement</i>	<i>22</i>

<i>Remediation and Review</i>	22
REQUIREMENTS FOR COMPLETION	23
SUPERVISION	23
<i>Crisis Response and Emergency Consultation</i>	25
TELESUPERVISION GUIDELINES	25
INTERN RIGHTS, RESPONSIBILITIES, AND POLICIES	27
INTERNS' RIGHTS	27
INTERNS' RESPONSIBILITIES	28
SELF-CARE AND INTERN WELLNESS	29
INTERN CULTURE AND PEER SUPPORT	30
SOCIAL MEDIA GUIDELINES	31
INTERN RECORD RETENTION AND ACCESS GUIDELINES	31
DUE PROCESS AND CONFLICT RESOLUTION	32
GENERAL GUIDELINES OF DUE PROCESS	32
DUE PROCESS FOR SIGNIFICANT PERFORMANCE OR CONDUCT CONCERNS	33
PROCEDURES FOR RESPONDING TO PERFORMANCE OR CONDUCT CONCERNS	34
NOTIFICATION AND RESPONSE PROCEDURES	36
REMEDIAL PLANS AND SANCTIONS	37
APPEAL PROCEDURES	39
GRIEVANCE PROCEDURE	40
CLINICAL OPERATIONS IN SPECIAL CIRCUMSTANCES	43
EMERGENCY PROCEDURES FOR CLINICAL SERVICES	43
INTERN SUPPORT DURING EMERGENCIES	44
HANDBOOK STATUS AND ACKNOWLEDGMENT	45
HANDBOOK ACKNOWLEDGMENT	46

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: August 2026

Overview of the Training Setting

Introduction

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

Albizu Clinic is an outpatient community mental health treatment facility founded in 1966 and affiliated with Albizu University. It serves as a training clinic for graduate students in clinical psychology and provides psychological services to children, adolescents, adults, couples, and families from diverse cultural and socioeconomic backgrounds.

The internship is grounded in scientific principles and is committed to the development of the profession-wide competencies required for entry-level practice in health service psychology. The program emphasizes evidence-based practice, ethical and professional conduct, cultural responsiveness, clinical supervision, and service to diverse and underserved populations.

The internship is a full-time, 12-month, in-person training experience. Interns participate in one of three primary training tracks:

- General Clinic Program
- Domestic Violence Program
- Casa Albizu Sexual Abuse Program

Interns may also receive training experiences across programs in order to broaden their clinical competencies and exposure to diverse populations and presenting concerns.

Under exceptional circumstances, such as an approved medical, disability-related, pregnancy-related, or other documented accommodation, the internship may be extended beyond the standard 12-month training period. Any modification to the duration, location, or structure of the internship must be reviewed and approved by the Internship Director in accordance with University policies, accreditation requirements, and the training needs of the intern.

Description of Albizu Clinic

Albizu Clinic is located within Albizu University's San Juan Campus and serves as a clinical training setting for graduate students in psychology and related health service disciplines. Albizu University is a private, nonprofit institution of higher education that offers undergraduate and graduate programs, including doctoral programs in clinical psychology. The University operates campuses in San Juan, Mayagüez, and Miami, with San Juan serving as its original campus and the location of Albizu Clinic.

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

The Clinic serves individuals and families from diverse cultural and socioeconomic backgrounds, including many clients with limited access to mental health services. It functions as a clinical training setting for practicum students and doctoral psychology interns while providing culturally responsive psychological services to the greater San Juan metropolitan area and

surrounding municipalities. Speech-language pathology students also receive clinical training and provide services within the Clinic.

Albizu Clinic was established to provide high-quality clinical training to graduate psychology students while offering accessible mental health services to the community. The Clinic provides individual, couples, family, and group psychotherapy; crisis intervention, psychological consultation, and psychological, psychoeducational, personality, cognitive, and neuropsychological assessment services. Services are available to children, adolescents, adults, older adults, couples, and families.

Interns provide a broad range of psychological services, including individual, couples, family, and group psychotherapy, as well as psychological assessment, consultation, crisis intervention, and community-based activities. Through these experiences, interns work with clients across the lifespan and with individuals from diverse cultural, ethnic, socioeconomic, religious, linguistic, sexual orientation, gender identity, and migration experiences.

The Albizu Clinic Internship Program offers eleven full-time, funded doctoral internship positions. The Program is committed to providing high-quality clinical, supervisory, didactic, consultation, and professional development experiences designed to prepare interns for entry-level practice in health service psychology. The Program participates in the APPIC Match and adheres to all applicable APPIC policies and procedures. The Program is committed to equal opportunity and nondiscrimination in accordance with Albizu University policy and applicable law.

Location

Albizu Clinic is located at Albizu University's San Juan Campus in Old San Juan, Puerto Rico. Old San Juan is a historic urban area within the San Juan metropolitan region and is accessible from surrounding municipalities.

The Clinic's location provides interns with opportunities to serve individuals and families from diverse cultural, linguistic, socioeconomic, and geographic backgrounds. Clients may come from the San Juan metropolitan area as well as other regions of Puerto Rico.

Physical Facilities of Albizu Clinic

- Sixteen intervention rooms
- Two play therapy rooms
- Two larger rooms for group or family interventions
- Two rooms equipped with one-way mirrors
- Eight supervision rooms
- A clinical records area with workspace for documentation
- Fourteen rooms are equipped with computers, microphones, and cameras for telepsychology services
- A dedicated intern lounge with workstations, kitchenette, tables, and chairs
- A classroom with multimedia equipment used for didactic and other approved training activities
- Reception and client waiting areas

Internship Clinical Supervisor Faculty

The following licensed psychologists are participating in the internship program during the 2026-2027 training year. The composition of the supervision faculty may change from year to year based on Program needs, supervisor availability, and approved faculty appointments.

Joycette L. Aponte Commander, Psy.D.

Psy.D. in Clinical Psychology, Carlos Albizu University, 2005

M.A. in Educational Theatre, New York University, 1995

B.A. in Drama and Communications, Loyola University, 1993

Internship: Clínica de Salud Mental de la Comunidad, Domestic Violence Program, 2005

Areas of Interest: Cognitive Behavioral Therapy, Acceptance and Commitment Therapy, mindfulness, clinical supervision, and domestic violence

Yariza Cartagena, Psy.D.

Psy.D. in Clinical Psychology, Carlos Albizu University, 2014

Internship: Hogar Santa María de los Ángeles, 2014

Areas of Interest: Child therapy, psychological assessment, behavior modification, Cognitive Behavioral Therapy, and LGBTQ+ populations

Jacqueline Castañeda Acosta, Psy.D.

Psy.D. in Clinical Psychology, Carlos Albizu University, 2012

B.A. in Psychology/Natural Sciences, Sacred Heart University, 2007

B.S.N., Havana, Cuba, 1990

Diplomate in Psychocardiology & Health Psychology, 2023

Internship: Clínica de Salud Mental de la Comunidad, General Clinic Program, 2011

Areas of Interest: Health psychology, psychocardiology, neuropsychological and cognitive assessment, trauma, EMDR, TF-CBT, and clinical supervision

Rebecca Cruz, Psy.D.

Psy.D. in Clinical Psychology, Caribbean Center for Advanced Studies, 1992

M.S.W., University of Puerto Rico, 1974

B.A., University of Puerto Rico, 1967

Internship: Hospital Pediátrico Centro Médico, 1991

Areas of Interest: Evidence-based psychotherapy, Cognitive Behavioral Therapy, solution-focused therapy, family and couple's therapy, child and adult therapy, and clinical supervision

Miguel R. González, Psy.D.

Psy.D. in Clinical Psychology, Carlos Albizu University, 2003

B.A. 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, and Cognitive Behavioral Therapy

Gloriann Ingemi Ríos, Psy.D.

Psy.D. in Clinical Psychology, Carlos Albizu University, 2012

M.Ed. in Mental Health Counseling, University of Massachusetts-Boston, 2004

B.S. in Developmental Psychology, Suffolk University, 2002

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

Areas of Interest: Cognitive Behavioral Therapy, Acceptance and Commitment Therapy, mindfulness, clinical supervision, domestic violence, and substance use disorders

William Laguna, Psy.D.

Psy.D. in Clinical Psychology, Caribbean Center for Advanced Studies San Juan, 1995

B.A., 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, and psychogeriatrics

Michelle López Fernández, Psy.D.

Psy.D. in Clinical Psychology, Carlos Albizu University, 2003

B.A. in Psychology, University of Puerto Rico, 2003

Internship: Psychiatric Hospital: MEPSI Center, 2003

Areas of Interest: Trauma, sexual abuse, sexual abuse prevention, TF-CBT, and EMDR

Pierre Edvard Pharel, Psy.D.

Psy.D. in Clinical Psychology, Carlos Albizu University, 2011

M.P.H. in Public Health, University of Puerto Rico, 1997

M.D. 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, and sports psychology

Marta Isabel Philippi, Ph.D.

Ph.D. in Clinical Psychology, University of Puerto Rico, 1999

B.A. 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, psychological assessment, mindfulness, ADHD, and parenting

José Rodríguez Quiñones, Ph.D.

Ph.D. in Clinical Psychology, University of Puerto Rico, 1999

M.A. in Counseling Rehabilitation, University of Puerto Rico, 1987

B.A. in Psychology, University of Puerto Rico, 1982

Internship: PR Department of Health in HIV/AIDS Clinic, 1997

Areas of Interest: Clinical supervision, trauma, sexual abuse, child abuse, personality disorders, and play therapy

Laura B. Rodríguez López, Psy.D.

Psy.D. in Clinical Psychology, Carlos Albizu University, 2017

B.A. in Psychology, University of Puerto Rico, 2011

Internship: Albizu Clinic, General Clinic Program, 2017

Areas of Interest: Trauma, neuropsychological assessment, evidence-based practices, substance use, problematic sexual behaviors, and anxiety

Program Philosophy and Structure

Mission and Philosophy of the Albizu Clinic Internship

The mission of the Albizu Clinic Internship Program is consistent with Albizu University's commitment to preparing culturally responsive psychology professionals who serve diverse communities in Puerto Rico.

The Internship Program follows a practitioner-scholar model and emphasizes the integration of psychological science with clinical practice. Interns are expected to use current research, ethical principles, professional standards, and culturally informed clinical judgment when providing psychological services.

Training is developmental and competency-based. The Program builds upon the knowledge, skills, and professional attitudes acquired during doctoral education and supports interns in progressing toward entry-level competence for independent practice in health service psychology.

The Internship Program is committed to preparing reflective, ethical, culturally responsive, and evidence-based clinicians. Through supervised clinical service, assessment, consultation, supervision, didactic training, and professional development activities, interns strengthen the competencies needed to work effectively with diverse populations and across professional settings.

Research and scholarly inquiry are encouraged as part of professional development. Interns are expected to consult relevant scientific literature when addressing clinical questions, evaluating interventions, and responding to complex or unfamiliar situations.

Aims, Competencies, and Elements

The Albizu Clinic Internship Program's aims and competencies are designed to prepare interns for entry-level practice in health service psychology. Training emphasizes the integration of psychological science and clinical practice, ethical and professional conduct, cultural responsiveness, and the development of competence across the APA Profession-Wide Competencies.

The Program recognizes that effective psychological practice requires interns to work respectfully and competently with individuals from diverse cultural, personal, social, and socioeconomic backgrounds. Interns are expected to consider relevant research, ethical and legal standards, contextual factors, and client characteristics when making clinical decisions.

The Program's competency-based training model provides interns with opportunities to develop, demonstrate, and evaluate the knowledge, skills, and professional attitudes required for independent practice. Competency development occurs through supervised clinical services, psychological assessment, consultation, supervision, didactic activities, direct and indirect observation, documentation review, and ongoing formative and summative evaluation.

The aims, competencies, and elements described below guide the Program's training activities, supervision practices, and evaluation procedures.

Aim I

To provide Health Service Psychology interns with an evidence-based, competency-focused training curriculum that supports the development of entry-level professional skills across the APA Profession-Wide Competencies. The Program prepares interns to apply these competencies in diverse health service and community settings, work with increasing independence, and provide services to individuals from varied cultural and personal backgrounds who present with a broad range of psychological and psychosocial concerns.

Competency A: Psychological Assessment Competency

- 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 formulating an appropriate diagnosis.
- I.A.5 Interpret and integrate results obtained from multiple sources, including assessment instruments, interviews, behavioral observations, and collateral information, to produce accurate, clinically useful, and culturally responsive reports.
- I.A.6 Formulate clinical conceptualizations, diagnoses, recommendations, and/or professional opinions using relevant criteria and considering all assessment data.
- I.A.7 Formulate accurate diagnoses, treatment plans, recommendations, and intervention strategies based on assessment findings, current diagnostic criteria, and relevant clinical information.
- I.A.8 Communicate assessment findings, diagnoses, and recommendations clearly and appropriately to clients, caregivers, families, and interdisciplinary or multidisciplinary teams.

Competency B: Psychological Intervention

- I.B.1 Establish and maintain an effective therapeutic alliance with clients while maintaining appropriate professional boundaries.
- I.B.2 Apply evidence-based psychological interventions by integrating current research, clinical expertise, and client characteristics, culture, values, and preferences.
- I.B.3 Develop case conceptualizations and intervention plans using a coherent theoretical framework.
- I.B.4 Interpret and integrate clinical information within the context of scientific and professional knowledge to formulate and revise case conceptualizations, working hypotheses, and intervention recommendations.
- I.B.5 Formulate accurate differential diagnoses using current diagnostic criteria and relevant clinical information.
- I.B.6 Implement psychological interventions that are consistent with the case conceptualization, diagnosis, treatment plans, and client needs.
- I.B.7 Provide psychological interventions through a range of modalities, including individual, couples, family, and group therapy.
- I.B.8 Demonstrate knowledge of and developing competence in a range of psychological interventions through supervision, case conferences, case presentations, and case discussions.

- I.B.9 Develop and implement trauma-informed treatment plans for clients affected by complex trauma, including children and families when applicable to the intern's training assignment.

Competency C: Communication and Interpersonal Skills

- I.C.1 Demonstrate effective initial and follow-up interviewing skills with individuals, couples, and families.
- I.C.2 Communicate and work effectively with individuals, families, groups, and community-based organizations from diverse cultural, racial, ethnic, linguistic, and social backgrounds.
- I.C.3 Demonstrate personal and professional awareness of strengths, limitations, and areas for continued growth as a clinician.
- I.C.4 Address differences and interpersonal conflict constructively; provide feedback effectively and receive feedback openly and non-defensively.
- I.C.5 Communicate clearly, respectfully, and professionally across clinical, supervisory, academic, and organizational settings.
- I.C.6 Develop and maintain effective professional relationships with peers, supervisors, staff, students, and other members of the training community; address differences appropriately and seek support when needed.

Competency D: Consultation and Interprofessional/Interdisciplinary Skills

- I.D.1 Communicate effectively and professionally with staff and other professionals from diverse backgrounds through consultation activities.
- I.D.2 Identify and clarify questions or concerns raised by non-psychologists and formulate them in ways that are appropriate for psychological consultation.
- I.D.3 Communicate psychological concepts, findings, and recommendations clearly and effectively to non-psychologists, both verbally and in writing.

Competency E: Supervision

- I.E.1 Demonstrate knowledge and understanding of at least one model of clinical supervision.
- I.E.2 Apply a clinical supervision model appropriately during the supervision process.
- I.E.3 Demonstrate knowledge of and adhere to ethical conduct and professional values during the supervision process.
- I.E.4 Recognize and appropriately address individual and cultural diversity within the supervision process.
- I.E.5 Establish a safe, accepting, and respectful environment during the supervision process.
- I.E.6 Demonstrate the capacity to assess a supervisee's developing competencies.
- I.E.7 Provide clear, constructive, and developmentally appropriate feedback during the supervision process.
- I.E.8 Integrate the recommendations of the intern's own supervisor when providing supervision to students.

Aim II

To prepare Health Service Psychology interns to integrate psychological science with clinical practice in accordance with ethical and professional standards, individual and cultural diversity, and the best available scientific evidence. Interns will develop the professional knowledge, skills, attitudes, and judgment required for entry-level practice in health service psychology.

Competency II.A: Research

- II.A.1 Select interventions for individuals based on assessment findings, available research evidence, client characteristics, and relevant contextual and cultural factors.
- II.A.2 Apply psychological interventions that are informed by available research evidence and appropriate to the client's needs and context.
- II.A.3 Modify interventions as needed based on client characteristics, cultural and contextual factors, emerging clinical information, outcome data, and current research.
- II.A.4 Apply evidence-based criteria when selecting and using psychological assessment methods, including psychometric properties, clinical utility, cultural appropriateness, and feasibility.
- II.A.5 Independently locate, review, and apply relevant scientific literature to assigned cases and clinical questions.
- II.A.6 Formulate clinically relevant questions that may be addressed through scientific inquiry and, when involved in approved research activities, participate appropriately in the research process.
- II.A.7 Use baseline, progress-monitoring, and outcome measures, when clinically appropriate, to evaluate client progress and inform treatment decisions.

Competency II.B: Individual and Cultural Diversity

- II.B.1 Apply theory, research, professional guidelines, and knowledge of social and cultural contexts when working 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, racial, ethnic, linguistic, socioeconomic, religious, gender, sexual orientation, and social backgrounds.
- II.B.3 Demonstrate respect for individuals whose identities, values, experiences, or viewpoints differ from the intern's own.
- II.B.4 Examine and apply knowledge of the self as a cultural being when engaged in assessment, intervention, supervision, and consultation.
- II.B.5 Apply knowledge, sensitivity, and understanding of individual and cultural diversity when providing assessment, intervention, supervision, and consultation.
- II.B.6 Integrate relevant sociocultural, contextual, and identity-related factors into written case conceptualizations, treatment planning, assessment reports, and clinical recommendations.

Competency II.C: Ethical and Legal Standards

- II.C.1 Demonstrate knowledge of and act in accordance with the APA Ethical Principles of Psychologists and Code of Conduct, applicable Puerto Rico laws and regulations, federal requirements, and other professional standards relevant to health service psychology.
- II.C.2 Identify, analyze, and respond appropriately to ethical dilemmas in clinical practice.

- II.C.3 Recognize the relationship between personal values and professional ethical responsibilities and manage potential conflicts appropriately.
- II.C.4 Demonstrate professional conduct consistent with applicable ethical codes, laws, regulations, and standards of practice.
- II.C.5 Identify complex ethical and legal issues, seek consultation when needed, and take appropriate action.
- II.C.6 Accept responsibility for professional decisions and behavior and demonstrate accountability for their impact.
- II.C.7 Protect client welfare, confidentiality, privacy, and safety.
- II.C.8 Recognize personal and professional limitations and seek supervision or consultation when necessary.
- II.C.9 Demonstrate awareness of the impact of personal actions on others and continued development of professional identity as a psychologist.

Competency II.D: Professional Values, Attitudes, and Behavior

- II.D.1 Address differences and interpersonal conflict constructively; provide feedback effectively and receive feedback openly and non-defensively.
- II.D.2 Communicate effectively, respectfully, and professionally across clinical, supervisory, academic, and organizational settings.
- II.D.3 Work effectively and collaboratively on interdisciplinary and multidisciplinary teams.
- II.D.4 Develop and maintain appropriate professional relationships with peers, supervisors, staff, students, and other members of the training community; address differences openly and seek support when needed.
- II.D.5 Demonstrate initiative, reliability, accountability, and timely completion of assigned responsibilities.
- II.D.6 Handle clinical information, records, and confidential materials responsibly and in accordance with applicable policies and ethical requirements.
- II.D.7 Adhere to Internship Program, Albizu Clinic, and Albizu University policies and procedures.
- II.D.8 Demonstrate effective time management, including punctuality, attendance, preparation, and timely completion of clinical and administrative responsibilities.

Non-Discriminatory Practices

The Albizu Clinic Internship Program is committed to equal opportunity, inclusion, and nondiscrimination in recruitment, selection, training, evaluation, retention, and all other Program activities.

The Program does not discriminate on the basis of race, color, religious belief, national origin, sex, sexual orientation, pregnancy or pregnancy-related conditions, marital status, gender, gender identity, social condition, political ideas, status as a victim of domestic violence, disability, veteran status, genetic information, age, or any other characteristic protected by applicable federal, Puerto Rico, or local law or by Albizu University policy.

This prohibition applies to all University programs, services, and activities, including admissions, employment, training, supervision, evaluation, and service delivery.

The Program is committed to fostering a respectful training environment in which individual and cultural differences are recognized, valued, and integrated into professional development, supervision, clinical practice, and Program operations.

Additional information is available through Albizu University's [Policy and Procedures for Discrimination, Harassment, and Retaliation](#).

Desirable Qualities in Trainees

The Albizu Clinic Internship Program seeks applicants whose experiences, professional goals, and personal qualities are consistent with the Program's mission, training model, and clinical setting. Desirable qualities include:

- Commitment to ethical and professional conduct.
- Openness and responsiveness to supervision and feedback.
- Capacity for self-reflection and willingness to identify areas for continued growth.
- Ability to communicate respectfully and work effectively with peers, supervisors, staff, students, clients, and other professionals.
- Flexibility and adaptability in response to changing clinical and organizational demands.
- Respect for individual and cultural diversity and commitment to culturally responsive practice.
- Interest in evidence-based psychological assessment and intervention.
- Interest in providing psychological services to children, adolescents, adults, couples, families, and underserved communities.
- Interest or experience in working with individuals affected by trauma, domestic violence, sexual abuse, or other complex psychosocial concerns.
- Interest in consultation, community engagement, and social change.
- Interest in developing supervision competencies and providing supervised guidance to beginning psychology trainees.
- Demonstrated accountability, initiative, reliability, and effective time management.

Application Procedures and Eligibility

Applicants must meet the eligibility requirements established by the Albizu Clinic Internship Program, Albizu University, and APPIC. Applicants are responsible for ensuring that all academic, clinical training, application, and institutional requirements have been completed by the applicable deadlines.

1. Doctoral Program Eligibility

Applicants must be enrolled in the Psy.D. or Ph.D. Clinical Psychology programs at Albizu University's San Juan Campus and must be approved as ready to apply for internship by the appropriate academic and clinical training authorities. Applicants must have completed all required coursework and pre-internship clinical training requirements established by their doctoral program.

2. Language Proficiency

Applicants must demonstrate sufficient proficiency in spoken and written Spanish and English to participate effectively in clinical services, supervision, documentation, didactic activities, professional presentations, and other Internship Program responsibilities. Training activities and educational materials may be provided in either language, and interns are expected to communicate professionally in both languages.

3. Clinical Training Requirements

Applicants must have completed all required pre-internship clinical coursework and practica. At the time of application, applicants must have a minimum of 650 AAPI intervention hours and

150 AAPI assessment hours, as defined by APPIC. Applicants must also meet any additional clinical training requirements established by their doctoral program.

4. AAPI Application and APPIC Match Registration

Applicants must complete and submit the online AAPI through the APPIC application portal and must register for the APPIC Match. Applicants are responsible for following all current APPIC application and Match procedures, requirements, and deadlines.

5. Letters of Recommendation

Applicants must submit a minimum of two and a maximum of three letters of recommendation from faculty members, clinical supervisors, or other professionals who are familiar with the applicant's academic preparation, clinical work, professional conduct, strengths, and areas for continued development.

6. Official Transcripts and Supplemental Materials

Applicants must submit official graduate transcripts through the AAPI online service and upload all supplemental materials required by the Albizu Clinic Internship Program, including:

- A cover letter
- A current curriculum vitae
- The required AAPI essays
- An integrative psychological assessment report
- A case conceptualization that includes a treatment plan

All clinical materials must be fully de-identified and must not contain any information that could identify a client. Applicants must select the training track or tracks to which they are applying, as applicable. All application materials must be submitted in English.

7. Application Deadline and Submission Requirements

All application materials must be submitted through the AAPI online portal by the deadline established annually by the Internship Program and APPIC. Application materials will not be accepted by mail or email. Incomplete applications and applications received after the published deadline will not be considered. The Internship Program abides by APPIC policies regarding recruitment and selection and will not solicit, accept, or use ranking-related information from applicants.

Intern Selection Procedures

The Albizu Clinic Internship Director coordinates the intern selection process and appoints interview committees composed of members of the Internship Faculty and, when appropriate, one or more current interns.

1. Application Review

The Internship Director reviews completed applications to determine whether applicants meet the Program's minimum eligibility requirements. Applicants whose qualifications, experiences, and professional goals appear consistent with the Program's mission, training model, and clinical setting may be invited to interview.

2. Interview Process

Interviews are generally conducted during January and may include a semi-structured interview, a clinical case presentation, and discussion of an ethical vignette. Interviews may be conducted in a group format with multiple applicants, as determined by the Internship Program.

3. Applicant Evaluation and Ranking

Members of the selection committee evaluate each applicant using the Intern Interview Selection Evaluation Form. Committee members submit their ratings and recommendations to the Internship Director. The Internship Director reviews the complete application, interview performance, committee feedback, and overall fit with the Program before preparing and submitting the Program's rank-order list through the APPIC Match.

4. Match Notification

Selection and notification occur in accordance with APPIC Match policies and procedures. Applicants who match with the Program are notified through the APPIC Match system. The Internship Director may also contact matched applicants on Match Day and will provide written confirmation and additional information regarding the appointment.

5. Post-Match Information

Following the Match, the Internship Director provides matched applicants with information regarding the internship start date, stipend, required documentation, orientation, and other Program expectations.

6. Appointment as Psychology Interns

Applicants who match with the Program are appointed as Psychology Interns and are identified as such to clients, staff, supervisors, students, and other members of the training community.

Required Documentation Following the Match

Applicants who match with the Albizu Clinic Internship Program must submit all documentation required by Albizu University, Albizu Clinic, and the Internship Program by the established deadlines.

Required documentation may include:

- Health certificate
- Certificate of Criminal Record
- ASUME certification
- Birth certificate
- CRIM certification
- Evidence of any required immunizations, screenings, clearances, or trainings
- Any additional documentation required by Albizu University, Albizu Clinic, applicable law, or institutional policy

Failure to submit required documentation by the established deadline may delay the intern's start date, access to clinical systems, participation in clinical activities, or other internship responsibilities.

Stipend and Benefits

1. Stipend

Interns receive an annual stipend of \$20,000, paid in accordance with Albizu University payroll procedures and applicable institutional policies.

2. Leave and Holidays

Interns are eligible for a total of 20 leave days during the internship year. This total includes institutional holidays and scheduled closure days identified in the official Albizu University or Albizu Clinic calendar, as well as personal leave, sick leave, and dissertation-defense leave, as applicable. Unexpected closures resulting from

hurricanes, severe weather, public emergencies, infrastructure failures, or other extraordinary circumstances that were not included in the official calendar do not count toward the 20-day leave total.

Because scheduled holidays and planned closure days are included within the 20-day total, the number of days available for personal, sick, or dissertation-related leave may vary according to the official calendar for the applicable training year.

All personal, sick, and dissertation-related leave must be requested, documented, and approved in accordance with Internship Program and University procedures. Interns remain responsible for completing the minimum required training hours, clinical responsibilities, supervision, and all other Program requirements.

3. Professional Liability Coverage

Albizu University provides professional liability coverage for interns while they are engaged in approved internship-related activities, in accordance with institutional policy.

4. Clinical and Training Materials

Albizu Clinic provides access to testing materials, therapeutic resources, and other clinical training materials required for approved internship activities, subject to availability and Clinic procedures.

Resources for Interns

The Albizu Clinic Internship Program provides interns with access to the resources reasonably necessary to support their clinical training, supervision, documentation, didactic activities, and professional development.

Interns have access to designated workspace, computers, telephones, office supplies, clinical materials, administrative support, and secure systems used for clinical documentation and Program activities. Interns also have access, as applicable, to Albizu University resources, including the library, classrooms, conference rooms, computer facilities, and other institutional services available to trainees.

A dedicated intern lounge is available for intern use and includes workstations, tables, chairs, and kitchenette facilities. Interns are expected to use all Program, Clinic, and University resources responsibly and in accordance with applicable confidentiality, security, technology, and institutional policies.

Training, Evaluation, and Supervision

Internship Structure

The Albizu Clinic Internship Program is organized as a full-time, 12-month, in-person training experience. Interns participate in clinical services, supervision, supervision training, didactic and professional development activities, consultation, assessment, administrative responsibilities, and Program evaluation activities.

Training Opportunities

The Albizu Clinic Internship Program provides interns with varied clinical and professional training experiences designed to support development across the APA Profession-Wide Competencies.

Training opportunities may include:

- Individual, couples, family, and group psychotherapy
- Telephone and walk-in intake services
- Crisis assessment and intervention
- Psychological consultation
- Community outreach and psychoeducational activities
- Case management and interdisciplinary collaboration
- Psychological, cognitive, neuropsychological, psychoeducational, personality, and other approved assessment activities
- Clinical guidance and supervised consultation with practicum students
- Professional presentations, workshops, and other training activities

Interns receive exposure to multiple theoretical orientations represented among the supervision faculty. These may include psychodynamic, cognitive-behavioral, humanistic-existential, systemic, narrative, feminist, trauma-informed, and integrative approaches. The theoretical and supervisory approaches used may vary according to the supervisor, training track, client population, and clinical needs.

Training occurs primarily at Albizu Clinic and includes experiences associated with the Program's three training tracks:

- General Clinic Program
- Domestic Violence Program
- Casa Albizu Sexual Abuse Program

Interns receive training experiences across the General Clinic Program, Domestic Violence Program, and Casa Albizu Sexual Abuse Program. Training assignments are designed to provide exposure to diverse populations, presenting concerns, clinical services, and areas of specialized practice. The specific distribution of activities across the three programs may vary according to Program requirements, client needs, supervisor availability, and intern's training goals.

Training assignments are coordinated by the Internship Director in consultation with supervisors and relevant Clinic personnel. Assignments are based on Program requirements, client and Clinic needs, supervisor availability, the intern's training goals, and opportunities to develop competence across the three training programs.

General Clinic Program (GCP)

The General Clinic Program provides psychological services to children, adolescents, adults, older adults, couples, and families with a broad range of presenting concerns.

Clients may be self-referred or referred by schools, public and private agencies, healthcare professionals, community organizations, and other service providers. Presenting concerns may include mood and anxiety symptoms, trauma-related difficulties, attention and behavioral concerns, learning problems, family and relationship difficulties, adjustment concerns, occupational stress, and other psychological or psychosocial needs.

Interns assigned to the General Clinic Program may provide:

- Individual psychotherapy
- Couples and family psychotherapy
- Group psychotherapy, when available
- Psychological assessment
- Intake and diagnostic evaluation
- Crisis assessment and intervention
- Case consultation

- Community outreach and psychoeducational activities
- Clinical guidance and consultation with practicum students, as appropriate

Interns work with clients across the lifespan and are expected to provide services that are ethical, evidence-based, developmentally appropriate, and culturally responsive.

Clinical assignments within the General Clinic Program are made according to Program requirements, client and Clinic needs, supervisor availability, and the intern's training goals. The appropriateness of referrals for Albizu Clinic services is determined through established Clinic and Program procedures. Clients whose needs exceed the Clinic's scope of services are referred to a more appropriate level or type of care.

Domestic Violence Program (DVP)

The Domestic Violence Program provides specialized psychological services to individuals and families affected by domestic violence and intimate partner violence. Services may be provided to women, men, children, adolescents, and members of diverse communities who have experienced abuse within an intimate or family relationship.

Services may include:

- Individual and family psychotherapy
- Psychological assessment
- Crisis assessment and intervention
- Safety planning
- Psychoeducation and orientation
- Consultation
- Referrals and coordination with community resources
- Services for children who have been directly or indirectly affected by domestic violence

Through training experiences in the Domestic Violence Program, interns develop competencies in trauma-informed and culturally responsive practice with individuals affected by domestic violence and intimate partner violence. Training may include understanding the psychological effects of abuse, assessing risk and safety concerns, developing appropriate safety plans, providing evidence-based intervention, and collaborating with professionals and community systems involved in client care.

Training experiences may also address relevant legal and ethical considerations, advocacy, consultation, interdisciplinary coordination, and collaboration with community resources. All clinical services and recommendations must remain within the intern's level of competence and be provided under appropriate supervision.

The Domestic Violence Program does not provide specialized treatment services to individuals identified as perpetrators of domestic violence. Referrals that fall outside the Program's scope are addressed through established Clinic procedures and, when appropriate, directed to other community resources.

Casa Albizu Sexual Abuse Program

Casa Albizu is a specialized program that provides psychological services to children and adolescents who have experienced sexual abuse, as well as to their caregivers and families.

Services may include:

- Individual, family, and group psychotherapy
- Trauma-focused psychological intervention
- Psychological and forensic assessment related to allegations of sexual abuse

- Consultation with social workers, legal professionals, law-enforcement personnel, foster parents, and other professionals involved in the child's care
- Psychoeducation and prevention activities
- Interdisciplinary coordination and referral

Through training experiences in Casa Albizu, interns develop competencies in the identification, assessment, and treatment of sexual abuse and trauma-related concerns. Training may include forensic interviewing and assessment, evidence-based treatment, consultation with interdisciplinary teams, and consideration of the legal, ethical, cultural, and developmental factors relevant to this population.

Training experiences may also include prevention, education, community outreach and approved research activities related to child sexual abuse. Participation in research activities depends on Program needs, intern interests, and availability of appropriate supervision. All services must be provided within the intern's level of competence and under appropriate supervision. Because of the specialized and sensitive nature of this work, assignments are made according to Program requirements, client needs, supervisor availability, and the intern's training goals and readiness.

Intern's Schedule

The Albizu Clinic Internship Program is a full-time, 12-month training experience. Interns are expected to complete a minimum of 2,000 hours during the internship year.

The following represents the typical weekly distribution of training activities. Actual schedules may vary according to clinical and Program needs, training assignments, supervision schedules, didactic activities, approved leave, and other Internship Program requirements.

Training Activity	Typical Weekly Hours
Direct Clinical Services	17 hours
Indirect Clinical Services, Documentation, and Administrative Responsibilities	12 hours
Individual Clinical Supervision	4 hours
Supervision Rotation and Intern-as-Supervisor Activities	4 hours
Didactic Training and Professional Development	3 hours
Total	40 hours

Direct Clinical Services

Direct clinical services may include:

- Individual, couples, family, and group psychotherapy
- Psychological assessment and testing
- Clinical intake interviews
- Crisis assessment and intervention
- Clinical consultation
- Other approved direct-service activities

Indirect Clinical Services, Documentation, and Administrative Responsibilities

Interns complete approximately 12 hours of indirect clinical, documentation, and administrative activities each week. These hours include approximately six hours of assigned Clinic-based administrative responsibilities and six hours for documentation and other self-directed professional activities.

Activities may include:

- Clinical documentation and recordkeeping
- Psychological report writing
- Case conceptualization and treatment planning
- Preparation for supervision and clinical services
- Case assignment and guidance for practicum students
- Staff and Program meetings
- Community outreach and workshop preparation
- Consultation and care coordination
- Review of relevant clinical and scientific literature
- Other assigned Program or Clinic responsibilities

Administrative time is a required component of the internship and must be used for approved internship-related activities. The scheduling of administrative responsibilities is coordinated through established Program and Clinic procedures.

Supervision Rotation and Intern-as-Supervisor Activities

Interns participate in a structured supervision rotation designed to develop competence in supervision. As part of this experience, interns provide supervised guidance and feedback to beginning psychology trainees or practicum students.

The supervision rotation may include:

- Teaching foundational clinical microskills
- Using standardized patient exercises to practice clinical and supervisory skills
- Participating in deliberate practice activities
- Reviewing clinical documentation and case conceptualizations
- Providing feedback on clinical work and professional development
- Assisting with case discussion and treatment planning
- Applying supervision models and strategies
- Addressing ethical, cultural, and professional issues in supervision
- Receiving observation, feedback, and evaluation regarding supervisory performance

All supervision provided by interns occurs under the oversight of a licensed psychologist. Interns do not function as independent supervisors and may not make final clinical, evaluative, disciplinary, or administrative decisions regarding practicum students.

The structure of the rotation, including whether interns participate individually or in pairs and which students are assigned to them, is determined by the Internship Director in consultation with the supervision faculty and relevant Clinic personnel.

Schedule Expectations

Interns generally complete clinical, supervisory, and administrative activities Monday through Thursday. Didactic training, professional development activities, monthly intern meetings, case presentations, and other Program activities are generally scheduled on Fridays.

Because didactics do not occur every Friday, Friday schedules may vary according to the Program calendar. Interns are responsible for attending all scheduled activities and completing any other assigned internship responsibilities.

Schedules may be modified during the training year in response to client needs, training opportunities, supervisor availability, Clinic operations, emergency conditions, or other Program needs. Substantial changes to an intern's schedule, training location, or distribution of required activities must be reviewed and approved by the Internship Director.

Didactic Training

The Albizu Clinic Internship Program provides a structured didactic curriculum throughout the internship year to support development across the APA Profession-Wide Competencies and strengthen the integration of psychological science and clinical practice.

All interns are required to participate in scheduled didactic activities and other approved educational experiences that are part of the Internship Program curriculum. Didactics are generally scheduled on Fridays for approximately three hours, although they may not occur every Friday and may occasionally be scheduled on another day based on Program needs, presenter availability, or special training opportunities.

The didactic curriculum may include topics related to:

- Ethical and legal standards in health service psychology
- Crisis assessment and intervention
- Individual and cultural diversity
- Psychological assessment
- Evidence-based psychotherapy
- Trauma, domestic violence, and sexual abuse
- Supervision and consultation
- Interdisciplinary and community-based practice
- Professional development and preparation for post-internship practice
- Other topics relevant to intern training needs and Program competencies

Professional development activities may address preparation for the Puerto Rico psychology licensing examination, the licensure process, employment and postdoctoral opportunities, professional identity development, establishment and management of a private practice, ethical and legal considerations in independent practice, and other topics related to the transition from internship to professional practice.

Professional development activities may also include specialized external training opportunities, such as Beck Institute training in cognitive behavioral therapy, when available and approved by the Internship Program.

Didactic activities may include workshops, seminars, case discussions, clinical demonstrations, guest presentations, experiential exercises, and approved external training experiences. Presenters may include members of the supervision faculty, University faculty, Clinic personnel, invited professionals with relevant expertise, and external training organizations.

Some didactic activities are shared by all interns, while others may be specific to a specialized training track. Interns assigned to Casa Albizu may participate in didactics focused on sexual trauma and related forensic, clinical, and interdisciplinary issues. Interns from different tracks

may participate together in shared activities when the content is relevant to the Program's competencies and training goals.

Didactic topics are selected based on the Program's aims and competencies, intern training needs, clinical and community needs, accreditation requirements, and the availability and expertise of presenters. Interns may recommend topics through monthly meetings, supervision, evaluations, or other program feedback processes.

Interns are expected to attend, participate actively, complete any assigned preparation, and provide feedback regarding the quality and relevance of didactic activities.

Monthly Intern Meetings

Interns generally meet with the Internship Director once each month. These meetings provide an opportunity to:

- Communicate Program information and schedule changes
- Discuss training experiences, questions, and concerns
- Recommend topics for future didactic activities
- Address cohort functioning, peer relationships, and professional communication
- Discuss conflict resolution and other matters affecting the training environment
- Identify Program strengths and opportunities for improvement

The Chief Intern may consult with the Internship Director regarding proposed agenda items and matters affecting the intern cohort. Monthly meetings do not replace an intern's right to request an individual meeting with the Internship Director at any time.

Case Presentations and Community Workshops

Interns complete a minimum of four clinical case presentations and four approved workshops or educational presentations during the internship year.

Case presentations are based on clinical work completed under supervision and provide opportunities to demonstrate case conceptualization, integration of research, cultural responsiveness, ethical decision-making, intervention planning, and professional communication. The supervisor responsible for the presented case should participate in the presentation or evaluation process.

Workshops or educational presentations may be offered to the University or Clinic community, community organizations, other professionals, or other approved audiences. Topics, content, and presentation arrangements must be reviewed through established Internship Program procedures.

Saturday Rotation

Interns may participate in scheduled Saturday rotations to support approved Clinic and training activities involving practicum students. Responsibilities may include consultation, crisis support, case-assignment assistance, or other activities appropriate to the intern's role and level of competence.

Saturday assignments are considered part of the intern's training schedule and are coordinated through the Internship Program. Interns will receive reasonable advance notice of scheduled Saturday responsibilities, except when an urgent Clinic or training need requires a shorter notice period.

Tracking of Training Activities and Hours

Interns are responsible for accurately recording their training hours and activities using Time2Track and maintaining current records as well as submitting required monthly activity or hour reports by the established deadlines.

The Internship Director reviews these records to monitor progress toward the 2,000-hour requirement and completion of required clinical activities, assessment experiences, supervision, didactics, case presentations, workshops, and other Program expectations.

Interns must promptly inform the Internship Director of any concern that may interfere with accumulating the required hours or completing Program requirements.

Evaluation Process

The Albizu Clinic Internship Program uses formative and summative evaluation processes to monitor intern development, provide timely feedback, and assess progress toward entry-level competence in health service psychology.

1. Initial Self-Assessment

During the first week of orientation, each intern completes the Intern Self-Assessment Evaluation form to identify perceived strengths, training needs, and professional development goals. The intern reviews the self-assessment with the primary and secondary supervisors, and the information is used to support the development of individualized training goals and supervision priorities.

2. Formal Competency Evaluations

Each supervisor completes the Intern Competency Evaluation Form for the interns they supervise. Formal evaluations are completed three times during the internship year, generally in November, March, and July. Each supervisor rates the applicable competency elements based on the intern's performance during the evaluation period. The ratings within each Profession-Wide Competency are averaged to determine whether the intern has met the applicable Minimum Level of Achievement. Supervisors review and discuss completed evaluations with the intern. The intern signs the evaluation to acknowledge receipt and discussion; the signature does not necessarily indicate agreement with the evaluation.

3. Ongoing Feedback

Formal evaluations are supplemented by ongoing, timely, and behaviorally specific feedback throughout the training year. Supervisors are expected to communicate both strengths and areas requiring further development and to discuss concerns as early as possible. This allows interns an opportunity to understand the concern, receive appropriate guidance and support, and demonstrate improvement before the next formal evaluation.

4. Identification of Performance Concerns

Supervisors may recommend additional supervision, informal corrective action, or formal remediation when concerns are identified. However, no supervisor may independently initiate probation, suspension, termination, or another action affecting an intern's standing in the Internship Program. Such actions must be reviewed and approved by the Internship Director and implemented in accordance with the Program's due process procedures.

5. Supervisor Evaluations

Interns evaluate their primary and secondary supervisors at least twice during the internship year: at the end of the first semester and at the conclusion of the internship. Completed evaluations are submitted to the Internship Director and are used to support supervisor development, monitor the quality of supervision, and inform Program improvement.

6. Exit Interview

Each intern participates in an individual exit interview with the Internship Director at the end of the internship year. The exit interview provides an opportunity to review the intern's overall training experience, discuss Program strengths and areas for improvement, clarify any outstanding responsibilities, and support the intern's transition to the next stage of professional development. Information obtained through exit interviews may also be used to inform ongoing Program evaluation and improvement.

Minimum Level of Achievement for Internship Completion

The Albizu Clinic Internship Program establishes Minimum Levels of Achievement (MLAs) to determine whether interns are progressing appropriately toward entry-level competence in health service psychology.

Interns are formally evaluated three times during the internship year using the Intern Competency Evaluation Form (ICEF). The ICEF evaluates performance across the nine APA Profession-Wide Competencies:

- Research
- Ethical and Legal Standards
- Individual and Cultural Diversity
- Professional Values, Attitudes, and Behavior
- Communication and Interpersonal Skills
- Assessment
- Intervention
- Supervision
- Consultation and Interprofessional/Interdisciplinary Skills

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 remediation planning.
1	Very Low Competence	Significant skill deficiencies; requires intensive supervision and a formal remedial plan.

N/A means that the competency element is not applicable to the intern's current training activities.

IN means that the supervisor has insufficient information or has not had an adequate opportunity to observe the intern's performance in that area.

Minimum Levels of Achievement

The Minimum Level of Achievement required at each formal evaluation point is:

- **First Evaluation:** A minimum average score of 3.00 in each Profession-Wide Competency
- **Second or Mid-Year Evaluation:** A minimum average score of 3.00 in each Profession-Wide Competency
- **Third or End-of-Year Evaluation:** A minimum average score of 4.00 in each Profession-Wide Competency

The MLA is determined by the average rating of the applicable elements within each Profession-Wide Competency. However, an individual element rated below the expected level may warrant additional review when the supervisor determines that the concern is clinically significant, affects client welfare or professional functioning, or indicates that the intern is not demonstrating adequate competence in that area. In such circumstances, the supervisor must document the concern, discuss it with the intern, and notify the Internship Director. Additional supervision, corrective action, or formal remediation may be considered in accordance with the program's due process procedures.

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

Supervisors complete all applicable sections of the ICEF and provide narrative comments when an intern's performance falls below the expected MLA. Formal evaluation is supplemented by ongoing formative feedback throughout the training year.

Concerns regarding an intern's performance should be communicated directly and in a timely manner so that the intern has an opportunity to understand the concern, receive appropriate support and guidance, and demonstrate improvement before the next formal evaluation. An intern who does not meet the applicable MLA may be subject to additional supervision, a formal remediation plan, probation, or other action in accordance with the Program's due process and grievance procedures.

Remediation and Review

When an intern's performance falls below the applicable Minimum Level of Achievement in any Profession-Wide Competency, the supervisor must provide specific narrative feedback, review the concern with the intern, and notify the Internship Director.

The Internship Director reviews the concern in consultation with the intern's supervisors and determines whether additional supervision, informal corrective action, a written remediation plan, probation, or another response is appropriate. Any formal remediation plan, probation, or other action affecting the intern's standing in the Program must be developed or approved by the Internship Director and implemented in accordance with the Program's due process procedures.

Requirements for Completion

To successfully complete the Albizu Clinic Internship Program, interns must fulfill all Program requirements and demonstrate entry-level competence in health service psychology.

Interns must:

- Complete a minimum of 2,000 internship hours, including direct and indirect training activities approved by the Internship Program.
- Obtain a minimum average rating of 4.00 in each APA Profession-Wide Competency on the final Intern Competency Evaluation Form, calculated using the applicable competency elements.
- Complete all required clinical, assessment, supervision, consultation, didactic, administrative, and professional development activities.
- Complete at least six psychological assessment batteries with integrated written reports.
- Present at least four clinical case presentations based on supervised clinical work.
- Present at least four workshops or other approved educational presentations for the University or Clinic community, community organizations, or another approved audience.
- Complete all required clinical documentation, reports, evaluations, time records, and Program forms by the established deadlines.
- Satisfactorily resolve any outstanding remediation or probation requirements.
- Fulfill all additional requirements established by the Internship Program, Albizu University, and applicable accreditation standards.

Interns review their formal evaluations with their supervisors and sign the evaluation forms to acknowledge that the evaluations were received and discussed. An intern's signature does not necessarily indicate agreement with the evaluation.

Successful completion of the internship is determined by the Internship Director after reviewing the intern's final competency evaluations, accumulated training hours, completion of required clinical and professional activities, documentation, professional conduct, and fulfillment of all Internship Program requirements.

Supervision

Supervision is a central component of the Albizu Clinic Internship Program and supports intern development, client welfare, ethical practice, and the quality of psychological services.

1. Weekly Supervision Requirements

Each intern receives a minimum of four hours of individual clinical supervision per week from two licensed psychologists:

- Two hours with the primary supervisor
- Two hours with the secondary supervisor

The primary and secondary supervisors provide complementary perspectives and coordinate, as appropriate, regarding the intern's clinical work, professional development, training goals, and progress across the Profession-Wide Competencies.

2. Supervision Modality

Supervision is ordinarily conducted in person. Telesupervision may be used only under exceptional or approved circumstances and must comply with the Program's Telesupervision Guidelines, applicable legal and ethical requirements, and Albizu University policies.

A supervisor may not independently convert an intern's ongoing supervision arrangement from in-person to remote. Any recurring or substantial change in supervision modality must be reviewed and approved by the Internship Director and must comply with the Program's Telesupervision Guidelines.

3. Supervision Activities

Supervision may include:

- Review and discussion of clinical cases
- Review of clinical documentation and psychological reports
- Direct or live observation of clinical work
- Audio or video review, when authorized and conducted in accordance with confidentiality requirements
- Co-therapy or other supervised clinical participation
- Discussion of ethical, legal, cultural, and professional issues
- Review of treatment planning, assessment, consultation, and case management
- Feedback regarding the intern's competencies and professional development

Supervisors may require increased supervision, direct observation, consultation, co-therapy, case reassignment, or other corrective measures when necessary to support intern development or protect client welfare. When these measures affect the intern's training plan, caseload, evaluation, or standing in the Program, they must be coordinated with the Internship Director.

4. Feedback and Evaluation

Supervisors provide interns with ongoing, timely, and behaviorally specific feedback. Feedback should identify strengths, areas for continued development, and any concerns that may affect the intern's progress toward the applicable Minimum Level of Achievement. Supervisors complete formal competency evaluations in accordance with the Program's Evaluation Process and must promptly notify the Internship Director of significant concerns.

5. Supervisor Assignments

The Internship Director coordinates and approves primary and secondary supervisor assignments. Assignments are based on Program needs, intern training goals, supervisor availability, clinical responsibilities, and the quality of the supervisory match.

Changes in supervisor assignments may be initiated by the Internship Director or requested by an intern or supervisor. Requests should be based on training needs, supervisor availability, professional concerns, or the quality of the supervisory match. No supervisor or Clinic personnel may independently terminate, transfer, or substantially modify an intern's supervisory assignment without consultation with and approval from the Internship Director.

6. Supervisor Availability and Clinical Responsibility

Supervisors are expected to maintain appropriate availability for scheduled supervision, consultation, urgent clinical matters, and review of required documentation.

For an urgent matter involving an assigned client, the intern should first contact the supervisor responsible for the case. If that supervisor is unavailable, the intern should contact the other assigned supervisor. If neither supervisor is available and the matter cannot wait, the intern must contact the Internship Director or another available licensed psychologist authorized to provide clinical consultation.

Crisis Response and Emergency Consultation

Interns must never manage a high-risk clinical situation independently. Client safety takes precedence over the ordinary supervisory chain, and interns must obtain appropriate licensed clinical guidance without delay.

For a walk-in crisis, telephone intake crisis, or unassigned individual, the intern should first contact the Clinic Director or Case Manager. If neither is immediately available, the intern should contact the licensed psychologist designated by the Clinic for emergency or on-site clinical coverage. If appropriate licensed Clinic coverage cannot be located promptly, the intern must contact the Internship Director immediately.

When a crisis involves a practicum student's assigned client, the practicum student's licensed clinical supervisor remains the primary clinical authority. The intern may assist the student with immediate safety, obtaining essential information, locating the licensed supervisor, and carrying out authorized clinical or administrative tasks. The intern does not replace the practicum student's licensed supervisor.

When immediate danger exists, established Clinic emergency procedures and appropriate emergency services must be activated without delaying necessary safety action in order to follow the ordinary contact hierarchy.

The Clinic will identify and communicate to interns the licensed clinician available for emergency consultation during operating hours.

The Internship Director must be notified when an intern is substantially involved in a crisis occurring outside the intern's usual supervision structure and provides training program oversight, role clarification, supervisory follow-up, and support. The Internship Director also serves as an immediate backup when appropriate licensed Clinic coverage cannot be located promptly.

Interns and supervisors must follow the Albizu Clinic Internship Program Intern Crisis Response and Emergency Consultation Protocol, which provides the specific response procedures, consultation pathway, role clarification, and escalation process for assigned clients, walk-in and telephone intake crises, unassigned individuals, and crises involving practicum students.

7. Supervisor Qualifications and Development

Supervisors must be licensed psychologists who possess the clinical, ethical, cultural, and supervisory competencies necessary for their assigned responsibilities. Supervisors are expected to remain informed about relevant scientific literature, professional standards, evaluation procedures, and developments in clinical supervision.

Supervision faculty are expected to participate in ongoing professional development related to clinical supervision, feedback, individual and cultural diversity, ethical practice, evaluation, and other areas relevant to intern training.

Telesupervision Guidelines

The Albizu Clinic Internship Program's telesupervision practices are consistent with applicable APA Standards of Accreditation and Implementing Regulations, including Implementing Regulation C-15 I on telesupervision.

The Program emphasizes in-person supervision as the standard and preferred modality. Telesupervision may be used only under exceptional or approved circumstances when in-person supervision is not reasonably available and when its use is consistent with Program

requirements, applicable law, ethical standards, accreditation requirements, and Albizu University policies.

Telesupervision refers to live, synchronous supervision conducted through a secure videoconferencing platform approved for clinical and training purposes.

1. Approval and Appropriate Use

Telesupervision may be considered in circumstances such as:

- Illness or a temporary health-related limitation
- Adverse weather or emergency conditions
- Temporary barriers that significantly limit access to in-person supervision
- Other circumstances reviewed and approved by the Internship Director

A supervisor may not independently establish an ongoing telesupervision arrangement or convert regularly scheduled in-person supervision to a remote format. Any recurring or substantial change in supervision modality must be reviewed and approved by the Internship Director and must comply with applicable Program, legal, ethical, accreditation, and University requirements.

Telesupervision does not automatically authorize an intern to provide clinical services, complete administrative duties, or participate in other internship activities remotely. Any modification to the location or structure of the intern's training activities requires separate approval from the Internship Director.

2. Eligibility for Telesupervision

Before telesupervision is used:

- An in-person supervisory relationship should ordinarily have been established.
- The supervisor must determine that telesupervision is clinically and educationally appropriate.
- The intern must demonstrate sufficient professionalism, clinical judgment, and reliability.
- The intern must have access to a private and secure environment.
- Contingency procedures for technological failure, loss of connectivity, and clinical emergencies must be established.
- The arrangement must not conflict with an active remediation plan or other requirement for in-person supervision.

The Internship Director may require a return to in-person supervision whenever necessary to protect client welfare, address performance concerns, comply with legal, ethical, accreditation, or institutional requirements, or support the intern's training needs.

3. Privacy and Confidentiality

All telesupervision must be conducted through secure, encrypted, and institutionally approved technology. Supervisors and interns must participate from private locations where conversations and clinical information cannot be overheard, viewed, recorded, or accessed by unauthorized individuals.

Clinical information shared during telesupervision must be handled in accordance with applicable confidentiality, privacy, recordkeeping, information-security, legal, ethical, and institutional requirements. Telesupervision sessions may not be recorded unless specific authorization has been obtained and all applicable requirements have been satisfied.

4. Supervisor Qualifications

Supervisors who provide telesupervision must:

- Be licensed psychologists authorized to provide the relevant professional services.
- Possess appropriate competence in clinical supervision and the use of remote technology.
- Meet applicable Puerto Rico requirements governing telehealth or remote professional practice.
- Maintain familiarity with ethical, legal, technological, confidentiality, and emergency-management considerations associated with telesupervision.
- Maintain appropriate availability to address urgent clinical or supervisory concerns and follow established backup consultation procedures when unavailable.

5. Quality and Effectiveness

Telesupervision must provide a level of quality, accessibility, feedback, and professional engagement comparable to in-person supervision. Its use does not reduce the supervisor's responsibility for monitoring clinical services, reviewing documentation, evaluating intern performance, and protecting client welfare.

The effectiveness of the arrangement may be evaluated through:

- Ongoing discussion between the intern and supervisor
- Supervisor evaluation of intern competencies
- Intern evaluations of supervision
- Consultation with the Internship Director
- Feedback obtained during the exit interview

The Internship Director may modify or discontinue a telesupervision arrangement when it is not meeting the intern's training needs, Program expectations, supervision quality, or client-care requirements. When appropriate, the intern and supervisor will be informed of the reason for the change and any expectations for returning to in-person supervision.

Intern Rights, Responsibilities, and Policies

Interns' Rights

Interns in the Albizu Clinic Internship Program have the right to:

1. Receive a clear description of the Program's aims, competencies, training requirements, evaluation procedures, policies, and expectations at the beginning of the internship year.
2. Receive training and supervision from qualified professionals who practice in accordance with applicable ethical, legal, professional, accreditation, and institutional standards.
3. Be treated with dignity, fairness, and professional respect by supervisors, faculty, staff, students, peers, and other members of the training community.
4. Receive supervision, feedback, and evaluation that are timely, behaviorally specific, relevant to the intern's training, and communicated in a respectful and constructive manner.
5. Be informed promptly of significant concerns regarding clinical competence, professional conduct, ethical behavior, attendance, documentation, or progress toward Program requirements.
6. Receive a reasonable opportunity to respond to feedback, obtain appropriate support, and demonstrate improvement when concerns are identified.

7. Participate in the evaluation of supervisors, didactic activities, and the overall internship experience without retaliation.
8. Have reasonable access to the Internship Director to discuss questions, concerns, training needs, supervisory matters, interpersonal difficulties, or other issues affecting the internship experience.
9. Seek informal resolution of concerns, when appropriate, by communicating directly and professionally with the person involved. Interns may consult the Internship Director or a supervisor before or during this process.
10. Bring concerns directly to the Internship Director when direct discussion would be inappropriate, unsafe, unlikely to resolve the matter, or when the concern involves a supervisor, serious misconduct, discrimination, harassment, retaliation, client welfare, or a possible ethical or legal violation.
11. Receive due process in matters involving formal remediation, probation, suspension, termination, or other actions affecting the intern's standing in the Program.
12. File a grievance or appeal in accordance with the Program's established procedures and receive a fair and timely review without retaliation.
13. Receive reasonable accommodations in accordance with applicable law and Albizu University policies.
14. Have personal and training records maintained securely and accessed only by authorized individuals, except when disclosure is required or permitted by law, policy, accreditation requirements, or due process procedures.
15. Be free from discrimination, harassment, intimidation, and retaliation in all aspects of the internship experience.

Interns' Responsibilities

Interns in the Albizu Clinic Internship Program are responsible for:

1. Reading, understanding, and seeking clarification regarding the Program's policies, procedures, training requirements, evaluation standards, and expectations.
2. Conducting themselves in accordance with applicable ethical standards, Puerto Rico laws and regulations, Albizu University policies, Albizu Clinic procedures, and Internship Program requirements.
3. Providing psychological services only within the limits of their competence, training, role, and supervisory authorization.
4. Participating actively and consistently in all required clinical, supervisory, didactic, administrative, consultation, assessment, and professional development activities.
5. Attending scheduled activities punctually and notifying the appropriate supervisor and the Internship Director as soon as possible regarding absences, delays, emergencies, or circumstances that may affect attendance or performance.
6. Maintaining accurate and timely clinical documentation, psychological reports, time records, activity reports, evaluations, and other required Program materials.
7. Preparing appropriately for supervision and using supervision responsibly, including presenting relevant clinical information, identifying questions or concerns, and disclosing matters that may affect client welfare or the quality of services.
8. Remaining open and responsive to professionally appropriate feedback from supervisors, the Internship Director, faculty, Clinic personnel, and other authorized members of the training community.

9. Demonstrating accountability by making reasonable efforts to implement feedback, address identified concerns, and complete agreed-upon corrective or developmental activities.
10. Communicating respectfully and professionally with clients, peers, supervisors, staff, students, faculty, and other professionals.
11. Addressing interpersonal or professional concerns directly and constructively when appropriate and using the Program's established consultation, grievance, and due process procedures when additional support or formal review is needed.
12. Protecting client confidentiality and maintaining the privacy and security of clinical, supervisory, academic, and Program information.
13. Immediately reporting concerns involving client safety, suspected abuse or neglect, ethical or legal issues, serious professional misconduct, or other matters requiring prompt attention to the appropriate supervisor and the Internship Director.
14. Respecting individual and cultural differences and providing services that are culturally responsive, inclusive, and free from discrimination or harassment.
15. Participating in Program evaluation by providing constructive feedback regarding supervision, didactics, training experiences, and other aspects of the internship.
16. Monitoring progress toward completion of required hours, competencies, assessments, presentations, workshops, and other Program requirements and promptly notifying the Internship Director of any anticipated difficulty meeting them.
17. Maintaining appropriate professional boundaries and representing themselves accurately as Psychology Interns under supervision.
18. Following the Program's due process procedures and behaving professionally when involved in remediation, grievance, appeal, or other formal review processes.
19. Participating in the overall functioning of the Internship Program and Albizu Clinic in a manner consistent with their role as trainees and developing health service psychologists.

Self-Care and Intern Wellness

The Albizu Clinic Internship Program recognizes that internship is a demanding period of professional development and that intern wellness is essential to effective clinical practice, ethical decision-making, professional growth, and client care.

Interns are encouraged to monitor their physical, emotional, and psychological well-being and to seek support when stress, personal circumstances, health concerns, or training demands begin to affect their functioning. Requesting assistance is viewed as an expression of professional maturity, ethical self-awareness, and commitment to responsible client care.

Interns may discuss wellness concerns with the Internship Director, their primary or secondary supervisor, or another appropriate University resource. Seeking support, by itself, will not result in a negative evaluation or disciplinary action. However, interns remain responsible for communicating concerns that may affect client welfare, attendance, clinical responsibilities, or their ability to meet Program requirements.

When appropriate and feasible, the Internship Director may work with the intern, supervisors, and relevant University personnel to identify supportive measures.

These may include:

- Increased consultation or supervision

- Temporary adjustment of clinical assignments or caseload
- Temporary modification of administrative responsibilities
- Assistance with prioritization, scheduling, or workload management
- Referral to appropriate University or community resources
- Consideration of a formal accommodation through established University procedures

Albizu University resources may include mental health counseling, referrals for personal therapy, support through the Dean of Students or other designated offices, and wellness or professional development activities. Access to particular services is subject to availability and applicable University procedures.

Interns are not expected to disclose unnecessary personal details to supervisors or the Internship Director. They are, however, expected to provide sufficient information when a condition or circumstance may affect attendance, performance, client care, safety, or the need for an accommodation or modification of training responsibilities.

The Program supports a training culture in which wellness, help-seeking, respectful communication, and appropriate professional boundaries are valued. Self-care does not eliminate the intern's responsibility to meet Program expectations, but it is recognized as an important component of ethical and sustainable professional practice.

Intern Culture and Peer Support

The Albizu Clinic Internship Program seeks to foster a professional, respectful, collaborative, and supportive training environment. Interns are expected to contribute actively to a cohort culture that supports learning, accountability, inclusion, and mutual professional growth.

Interns are encouraged to:

- Share appropriate clinical, academic, and professional resources with one another
- Offer peer support while maintaining appropriate boundaries and confidentiality
- Communicate directly, respectfully, and constructively
- Recognize and respect differences in perspectives, identities, backgrounds, experiences, and professional styles
- Seek clarification rather than rely on assumptions or indirect communication
- Address misunderstandings and interpersonal concerns in a timely and professional manner
- Participate in cohort activities, meetings, and collaborative responsibilities
- Celebrate one another's professional accomplishments and important milestones

Peer support does not replace clinical supervision, consultation with the Internship Director, or formal Program procedures. Interns must bring clinical, ethical, legal, safety-related, or significant professional concerns to the appropriate supervisor and the Internship Director rather than attempting to manage such matters solely within the cohort.

Differences of opinion and interpersonal tension may occur during an intensive training year. Interns are expected to approach such situations with professionalism, self-reflection, openness to feedback, and a willingness to participate in appropriate conflict-resolution efforts.

The Program does not require interns to develop personal friendships. It does, however, require respectful professional communication, cooperation, and conduct consistent with the responsibilities of developing health service psychologists.

The Internship Director may facilitate consultation, structured discussion, mediation, or other appropriate interventions when cohort dynamics begin to interfere with training, communication, client care, or the effective functioning of the Internship Program.

Social Media Guidelines

The Albizu Clinic Internship Program recognizes that social media and electronic communication can affect professional relationships, confidentiality, public trust, and the way interns are perceived by clients, colleagues, supervisors, faculty, and the broader professional community.

Interns are expected to use social media, websites, messaging platforms, email, and other forms of electronic communication in a manner consistent with ethical standards, confidentiality requirements, professional boundaries, Albizu University policies, and Albizu Clinic procedures.

Interns must:

- Protect client confidentiality at all times and never post, transmit, or discuss information that could directly or indirectly identify a client.
- Refrain from posting photographs, recordings, case details, clinical materials, or information related to clients, clinical services, supervision, or Clinic operations unless specifically authorized for an approved professional purpose.
- Avoid initiating or accepting social media connections with current clients.
- Maintain appropriate professional boundaries with former clients, students, supervisees, and others connected to their training role.
- Avoid using personal social media accounts to communicate about clinical care or transmit confidential information.
- Use only approved systems and communication methods for clinical and Program-related information.
- Consider how public or private online content may affect professional credibility, training relationships, client welfare, and the reputation of the Program, Clinic, or University.
- Avoid online conduct that is discriminatory, harassing, threatening, retaliatory, deceptive, unlawful, or inconsistent with professional ethical responsibilities.
- Accurately represent their role, credentials, training status, and professional affiliations.
- Promptly report any accidental disclosure, privacy breach, inappropriate client contact, or other social media concern to the appropriate supervisor and the Internship Director.

Privacy settings may reduce public access to online content but do not guarantee confidentiality or prevent information from being copied, shared, or disclosed. Interns should therefore exercise sound professional judgment regardless of account settings.

The Program does not routinely monitor interns' private social media activity. However, online conduct that becomes known to the Program and raises concerns regarding client confidentiality, client welfare, professional competence, ethical or legal conduct, discrimination, harassment, retaliation, or the intern's ability to fulfill Program responsibilities may be reviewed in accordance with the Program's evaluation and due process procedures.

Intern Record Retention and Access Guidelines

The Albizu Clinic Internship Program maintains records documenting each intern's progress, evaluations, completion of requirements, and participation in the Program. Records are maintained securely and are accessible only to authorized individuals, except when disclosure is required or permitted by law, institutional policy, accreditation requirements, or due process procedures.

Intern records may include:

- Intern Competency Evaluation Forms

- Time2Track hour reports and other records of training activities
- Self-assessment and training-planning documents
- Supervisor evaluation forms
- Records of completed assessments, presentations, workshops, and other Program requirements
- Leave requests and authorizations
- Remediation or probation plans, when applicable
- Grievance, appeal, and due process documentation, when applicable
- Exit interview documentation
- Correspondence or other records relevant to the intern's standing and completion of the Program

The Internship Director is responsible for maintaining official Internship Program records and determining appropriate access in accordance with applicable policies and requirements.

Intern records are maintained with safeguards designed to protect confidentiality, accuracy, and security. Records may be stored in secure physical or electronic systems approved by Albizu University. The storage method may change as institutional systems and recordkeeping practices are updated.

Interns may request access to their Program records through the Internship Director, subject to applicable law and Albizu University policy. Interns may review their records and may submit a written response or clarification regarding information contained in the record when appropriate.

The Internship Program permanently maintains official records necessary to document each intern's training, evaluations, progress, and successful completion of the Program. These records include the intern's formal competency evaluations, documentation of completed training hours and requirements, and records of any formal remediation, grievance, appeal, or due process action, when applicable. Records are maintained in accordance with APA accreditation requirements, Albizu University policies, and applicable legal and ethical standards.

Due Process and Conflict Resolution

General Guidelines of Due Process

Due process is intended to ensure that decisions affecting an intern's status, evaluation, or continuation in the Albizu Clinic Internship Program are fair, consistent, appropriately documented, and based on relevant information rather than personal bias or arbitrary judgment.

The following principles apply:

1. Interns receive written information regarding the Program's expectations, evaluation procedures, Minimum Levels of Achievement, responsibilities, due process protections, grievance procedures, and possible corrective actions at the beginning of the internship year.
2. Evaluation standards and procedures are applied consistently to all interns. Formal evaluations occur three times during the training year, generally in November, March, and July.
3. Interns receive timely, behaviorally specific feedback regarding identified strengths and concerns. Whenever reasonably possible, concerns are addressed early enough to

provide the intern with an opportunity to understand the concern, receive support, and demonstrate improvement.

4. Significant concerns regarding an intern's competence, conduct, or progress must be communicated promptly to the Internship Director. Supervisors may recommend additional supervision, corrective action, or formal remediation, but may not independently impose formal remediation, probation, suspension, termination, or another action affecting the intern's standing in the Program.
5. The Internship Director reviews concerns and gathers relevant information from appropriate sources. Information may include evaluations, supervision records, clinical documentation, direct observations, statements from involved individuals, and the intern's response.
6. The intern receives written notice of significant concerns and is given a reasonable opportunity to respond, provide relevant information, ask questions, and understand the basis for any proposed action.
7. Decisions are based on information from multiple appropriate professional sources whenever possible. The nature, seriousness, frequency, and impact of the concern, as well as the intern's response to feedback, are considered.
8. When appropriate, the Internship Director develops or approves a written remediation plan identifying the concern, expected outcomes, specific actions, available support, methods of evaluation, time frames, and possible consequences if sufficient improvement is not demonstrated.
9. The Internship Director communicates with the intern's academic program when a concern may affect the intern's progress, standing, or successful completion of the internship. When appropriate, the Internship Director or the intern's Program Director may refer the intern to the Dean of Students for additional support, consultation, or intervention in accordance with University procedures.
10. All formal actions and relevant communications are documented and maintained in the intern's Program record.
11. Interns are provided sufficient time to respond to formal actions and may appeal decisions in accordance with the Program's Appeal Procedures.
12. Interns may raise concerns or participate in due process, grievance, or appeal procedures without retaliation, discrimination, intimidation, or interference.
13. When an immediate risk to client welfare, safety, legal compliance, or the effective functioning of the Program exists, the Internship Director may implement temporary protective measures while the matter is reviewed. Such measures are temporary, are not, by themselves, a final disciplinary determination, and will be documented and communicated to the intern.

Due Process for Significant Performance or Conduct Concerns

The Internship Program distinguishes between an area requiring continued development and a more serious pattern of unacceptable performance or conduct. Not every concern requires formal due process. Many concerns can be addressed through supervision, feedback, additional training, or other developmental support.

The Internship Director, in consultation with the intern's supervisors and other appropriate University or Clinic personnel, determines when a concern has become sufficiently serious, persistent, or consequential to require formal review.

Performance or conduct may be considered unacceptable when one or more of the following conditions are present:

- The intern does not acknowledge, understand, or make reasonable efforts to address an identified concern.
- The concern persists despite timely feedback, supervision, support, or corrective instruction.
- The concern is not adequately addressed through ordinary supervision, didactic training, or skill development.
- The intern demonstrates a pattern of failing to implement appropriate supervisory feedback.
- The intern's clinical judgment, conduct, documentation, attendance, reliability, or professional functioning falls substantially below Program expectations.
- The intern's behavior interferes with client welfare, the quality of services, supervision, training, or the effective functioning of the Program or Clinic.
- The intern's functioning significantly interferes with the safe, competent, and reliable performance of professional responsibilities, even after appropriate support, supervision, or reasonable accommodation has been considered or provided.
- The intern engages in conduct that may violate ethical standards, legal requirements, University policy, Clinic procedures, or Program expectations.
- The concern reflects a serious incident or pattern involving professional incompetence, dishonesty, discrimination, harassment, retaliation, boundary violations, breach of confidentiality, or other significant misconduct.
- The intern is unable to perform required responsibilities safely and competently, even with appropriate supervision or support.

The determination that performance or conduct is unacceptable must be based on specific and documented information. Factors considered may include the nature and seriousness of the concern, its frequency and duration, its effect on clients or others, the intern's level of training, the supervision, support, and feedback already provided, and the intern's response to corrective efforts.

The intern will be informed of the concern and given a reasonable opportunity to respond before formal action is taken, except when temporary protective action is necessary to protect client welfare, safety, ethical or legal compliance, or the effective functioning of the Program. Any temporary action will be documented and communicated to the intern.

The Internship Director determines whether the concern should be addressed through informal corrective action, a written remediation plan, probation, temporary restriction of duties, suspension, termination from the Internship Program, or referral to another applicable University or Clinic process. Any formal action affecting the intern's standing in the Program must be documented and implemented in accordance with the Program's due process procedures.

Procedures for Responding to Performance or Conduct Concerns

Concerns may arise from formal evaluations, supervision, direct observation, clinical documentation, client-care issues, professional conduct, ethical or legal concerns, attendance, responsiveness to feedback, or failure to meet Program requirements.

When a concern is identified, the following procedures apply:

1. **Consultation with the Internship Director**
The supervisor, faculty member, staff member, or other authorized individual who identifies the concern must promptly consult with the Internship Director.
2. **Initial Review**
The Internship Director reviews the available information to determine the nature and seriousness of the concern, whether immediate protective action is necessary, and whether the matter should proceed through informal consultation, formal remediation, or another University or Clinic process.
3. **Consultation with Supervisors**
When the concern is reported by someone other than the intern's primary or secondary supervisor, the Internship Director may consult with the intern's supervisors and other appropriate individuals to obtain relevant information.
4. **Documentation of Significant Concerns**
Concerns that may affect client welfare, the intern's evaluation, Program standing, or successful completion of the internship must be documented in writing. Documentation should describe the specific behavior or performance concern, relevant circumstances, supporting information, and any actions already taken.
5. **Notification and Opportunity to Respond**
The Internship Director meets with the intern to explain the concern and provide the intern with an opportunity to respond, clarify the circumstances, submit relevant information, and ask questions.
6. **Communication with the Academic Program**
The Internship Director informs the intern's academic Program Director when the concern may affect the intern's progress, standing, or successful completion of the internship. When appropriate, the Internship Director or Academic Program Director may also refer the intern to the Dean of Students for additional support, consultation, or intervention.
7. **Determination of Appropriate Action**
After reviewing the available information and the intern's response, the Internship Director determines whether:
 - No further action is necessary
 - Informal guidance or corrective feedback is sufficient
 - Additional supervision or monitoring is required
 - A written remediation plan is necessary
 - Probation, temporary restriction of duties, suspension, leave, or another formal action is necessary
 - The matter should be referred to another appropriate University or Clinic process
8. **Written Notification**
When formal action is taken, the intern receives written notification describing the concern, the basis for the decision, the action taken, required corrective actions, relevant time frames, evaluation procedures, available supports, possible consequences, and appeal rights.

9. Right to Appeal

The intern may appeal a formal decision in accordance with the Program's Appeal Procedures.

When an immediate concern exists regarding client safety, ethical or legal compliance, or the intern's ability to provide competent services, the Internship Director may temporarily restrict or suspend particular clinical duties while the matter is reviewed. Temporary protective measures will be documented and communicated to the intern and do not constitute a final determination.

Notification and Response Procedures

When unacceptable performance or conduct has been identified, the Program uses a progressive and documented process that considers the needs of the intern, clients, supervisors, the Clinic, and the Internship Program.

The level of response depends on the seriousness, frequency, and impact of the concern, as well as the intern's response to feedback and prior corrective efforts.

Informal Stage

The informal stage is intended to address concerns promptly and, when possible, resolve them through supervision, clarification, feedback, and corrective action.

1. The supervisor discusses the concern with the intern as soon as reasonably possible.
2. The concern and the expected corrective actions are described clearly and specifically.
3. The Internship Director must be informed of concerns that are significant, recurring, or likely to affect the intern's evaluation, standing, client care, or successful completion of the Program.
4. Informal corrective actions may include:
 - Verbal feedback or warning
 - Clarification of expectations
 - Additional supervision or consultation
 - Increased observation or review of clinical work
 - Additional training or assigned learning activities
 - Temporary modification of assignments
 - Written notice or acknowledgment of the concern
5. The intern is given an opportunity to respond, ask questions, and demonstrate improvement within a reasonable period.

A verbal warning informs the intern that identified performance or conduct must be corrected. A written acknowledgment documents that the concern has been communicated to the intern, summarizes the expected corrective action, and confirms that the Internship Director is aware of the matter.

Transition to Formal Action

A concern may proceed to the formal stage when:

- The concern is serious enough to require immediate written action.
- The behavior or performance persists despite informal feedback or support.
- The intern does not demonstrate sufficient improvement.
- Client welfare, safety, ethical or legal compliance, or Program functioning may be affected.

- A structured remediation plan, probation, restriction of duties, or another formal intervention is warranted.

Before formal action is implemented, the Internship Director reviews the available information, provides the intern with an opportunity to respond, and determines the appropriate course of action in accordance with the Program's due process procedures.

All formal actions must be documented in writing and maintained in the intern's Internship Program record. The written notice must describe the concern, the basis for the action, the required corrective actions, the applicable timeframe, the methods for evaluating progress, available support, possible consequences, and appeal rights.

Remedial Plans and Sanctions

Formal action may be taken when an intern's performance or conduct requires a structured intervention beyond ordinary supervision or when informal corrective efforts have not resulted in sufficient improvement.

Formal actions are intended, whenever reasonably possible, to support the intern's development while protecting client welfare, maintaining professional and ethical standards, and preserving the integrity of the Internship Program.

Written Remediation Plan

A written remediation plan identifies the specific concern and establishes a structured process for improvement. The plan is developed and approved by the Internship Director in consultation with the intern's supervisors and other appropriate individuals.

The remediation plan must include:

- A clear description of the performance or conduct concern
- The competency, policy, ethical standard, or Program expectation involved
- Specific and measurable goals for improvement
- Required corrective activities or training
- The support and supervision that will be provided
- The methods used to evaluate progress
- The period during which improvement is expected
- The possible consequences if the intern does not demonstrate sufficient improvement
- The intern's right to respond and appeal

Corrective activities may include:

- Increased supervision or consultation
- Modification of the format, emphasis, or focus of supervision
- Increased direct observation or review of clinical work
- Additional coursework, readings, didactics, or skills training
- Repetition of an assessment, presentation, documentation, or other required activity
- Reduction, reassignment, or temporary restriction of clinical duties
- Modification of the intern's caseload or schedule
- Additional evaluation of competency development
- Referral to the Dean of Students or another appropriate University support resource
- Other activities directly related to the identified concern

The Internship Director monitors implementation of the remediation plan and reviews the intern's progress with the supervisors and the intern.

Schedule or Training Modification

A temporary modification of the intern's schedule, caseload, assignments, supervision, or other training activities may be used as part of a remediation plan or supportive intervention.

The purpose of the modification is to provide the intern with an opportunity to improve functioning, address a documented concern, or respond to documented circumstances affecting the intern's ability to fulfill training responsibilities while continuing to work toward completion of the internship.

Any modification must be approved by the Internship Director and must specify:

- The activities being modified
- The reason for the modification
- The beginning and anticipated ending dates
- The responsibilities the intern must continue to fulfill
- The criteria for returning to the regular training schedule
- The possible effect on hours, stipend, completion requirements, or internship duration

A schedule modification is not necessarily disciplinary. However, failure to complete the requirements of an approved modification may result in probation or another formal action.

Probation

Probation is a time-limited period of formal monitoring and intensified support used when:

- A remediation plan has not resulted in sufficient improvement
- The concern is sufficiently serious to warrant immediate formal monitoring
- The intern's ability to complete the Program successfully is in question

The intern receives written notification of probation that includes:

- The specific performance or conduct concerns
- The improvements required
- The activities and support included in the probation plan
- The duration of probation
- The procedures and criteria used to evaluate progress
- The possible consequences if sufficient improvement is not demonstrated
- The intern's appeal rights

The Internship Director monitors the probation plan in consultation with the intern's supervisors and informs the intern's academic Program Director of the probation and the intern's status consistent with applicable University procedures.

At the conclusion of the probation period, the Internship Director determines whether:

- The intern has met the requirements and probation is ended
- Additional remediation or an extension of probation is warranted
- A restriction, suspension, leave, termination from the Internship Program, or other action is necessary

Possible Sanctions

When an intern does not demonstrate sufficient improvement, engages in serious misconduct, or presents a significant risk to client welfare, safety, ethical or legal compliance, or Program functioning, sanctions may be imposed.

Possible sanctions include:

1. Restriction or Suspension of Direct Clinical Services

The intern may be temporarily prohibited from providing some or all direct clinical services. The Internship Director determines the scope and duration of the restriction in consultation with supervisors and appropriate Clinic personnel. Clinical services may resume only after the intern demonstrates sufficient readiness and the Internship Director approves reinstatement.

2. Administrative or Training Leave

The intern may be temporarily relieved of some or all internship responsibilities and privileges. Written notification must explain the reason for the leave, its anticipated duration, conditions for return, and any effect on stipend, training hours, internship completion, or extension of the training year. Any leave affecting employment status, compensation, or University enrollment must be implemented in accordance with applicable Albizu University policies and procedures.

3. Extension of the Internship

The internship may be extended when additional time is necessary for the intern to complete required hours, demonstrate required competencies, or fulfill remediation or probation requirements. Any extension must be approved by the Internship Director and implemented in accordance with University and Program procedures.

4. Termination from the Internship Program

Termination is the permanent end of the intern's appointment and participation in the Internship Program.

Termination may be considered when:

- Remediation and probation have not resulted in sufficient improvement
- The intern is unable to meet the Program's minimum standards or completion requirements
- The intern engages in serious ethical, legal, or professional misconduct
- Client welfare or safety cannot be adequately protected through lesser measures
- The intern abandons the internship or repeatedly fails to fulfill required responsibilities
- Other serious circumstances make continuation in the Program inappropriate

Termination must be communicated to the intern in writing and must include the basis for the decision, its effective date, the consequences for internship completion, and the intern's appeal rights.

Documentation and Communication

All formal remediation plans, probation decisions, sanctions, progress reviews, and final outcomes are documented and maintained in the intern's Internship Program record.

The Internship Director informs the intern's academic Program Director of formal remediation, probation, sanctions, and the intern's final status. When appropriate, the Dean of Students and other authorized University or Clinic personnel may also be consulted or notified.

Appeal Procedures

An intern may appeal a formal remediation decision, probation, suspension, dismissal, or other action affecting the intern's standing in the Albizu Clinic Internship Program.

1. Submission of Appeal

The intern must submit a written appeal to the Internship Director within five working days of receiving written notification of the decision.

2. Content of Appeal

The appeal must clearly identify:

- The decision or action being appealed
 - The specific reasons for the appeal
 - Any relevant information or supporting documentation
 - The outcome or modification requested by the intern
3. **Initial Review**
The Internship Director reviews the appeal and determines whether the original decision should be reconsidered or whether a Review Panel should be convened.
 4. **Review Panel**
When a Review Panel is necessary, the Internship Director appoints individuals who are reasonably impartial and who were not directly responsible for the decision being appealed. The panel may include Internship Faculty, University faculty, or other appropriate qualified professionals.
 5. **Review Process**
The Review Panel reviews the written appeal, the original decision, supporting documentation, and any relevant information provided by the intern or the Program. The panel may interview the intern and other appropriate individuals when additional information is needed.
 6. **Written Decision**
The intern receives a written decision summarizing the outcome of the appeal and the basis for the determination. The decision may uphold, modify, or reverse the original action, or require further review or additional corrective steps.
 7. **Further Institutional Review**
When applicable, the intern may pursue additional review through Albizu University procedures after completing the Internship Program's appeal process.

Participation in an appeal will not result in retaliation, discrimination, intimidation, or interference. Unless otherwise determined by the Internship Director for reasons involving client welfare, safety, or legal or ethical obligations, the effective functioning of the Program, the original action remains in effect while the appeal is reviewed.

Grievance Procedure

The Albizu Clinic Internship Program is committed to providing interns with a fair, timely, and accessible process for raising concerns related to supervision, evaluation, training experiences, Program policies, interpersonal difficulties, discrimination, harassment, retaliation, or other matters affecting the internship experience.

Interns may raise concerns without fear of retaliation, intimidation, discrimination, or interference.

1. Informal Resolution

When appropriate, the intern is encouraged to discuss the concern directly and professionally with the individual involved. The intern may consult with the Internship Director or a supervisor before or during this process.

Direct discussion is not required when the intern reasonably believes that it would be inappropriate, unsafe, unlikely to resolve the matter, or when the concern involves discrimination, harassment, retaliation, serious misconduct, client welfare, or a possible ethical or legal violation.

2. Consultation and Escalation

When informal resolution is unsuccessful or inappropriate, the intern may bring the concern to:

- The primary or secondary supervisor
- The Internship Director
- The Albizu Clinic Director, when appropriate
- The intern's academic Program Director
- The Dean of Students or another appropriate University office

The appropriate point of contact depends on the nature of the concern and the individuals involved. An intern is not required to bring a concern to an individual who is directly involved in the grievance or who has a conflict of interest.

3. Concerns Involving the Internship Director

When the grievance concerns the Internship Director, or when the Internship Director has an actual or potential conflict of interest, the intern may submit the grievance to the Albizu Clinic Director, the appropriate academic Program Director, the Dean of Students, or another University administrator designated to review the matter. The Internship Director will not participate as a decision maker in the review of a grievance concerning the Internship Director.

4. Formal Written Grievance

When the concern cannot be resolved informally, the intern may submit a written grievance. The grievance should include:

- A description of the concern
- The individuals involved
- Relevant dates and circumstances
- Steps already taken to resolve the matter
- Supporting information or documentation
- The resolution or action requested

The absence of particular documentation does not prevent an intern from submitting a grievance.

5. Review of the Grievance

The individual or office receiving the grievance will acknowledge its receipt and determine, or consult with the appropriate University administrator to determine whether the matter can be addressed directly, should be referred to another University or Clinic procedure, or warrants the appointment of a Grievance Committee or Review Panel.

When a committee is appointed, it will ordinarily consist of three reasonably impartial individuals with appropriate knowledge of the Internship Program, training standards, or subject of the grievance. Individuals directly involved in the matter should not serve as decision-makers.

6. Opportunity to Provide Information

The intern and other involved parties may be asked to submit relevant written information or participate in interviews. The review should consider the available documentation and provide each party with a reasonable opportunity to explain their perspective and respond to relevant information.

7. Written Outcome

The intern receives written notification of the outcome, the basis for the decision, and any corrective or follow-up actions. The decision will be issued within a reasonable period, taking into account the complexity of the matter, the availability of relevant individuals and information, and any applicable University procedures. When a delay is necessary, the intern will be informed of the status of the review and, when possible, the anticipated timeframe for completion.

8. Further Review

When applicable, the intern may seek additional review through established Albizu University procedures after completing the Internship Program's grievance process. The intern may also consult the academic program, APPIC, APA Office of Program Consultation and Accreditation, or legal counsel regarding any external options that may be available. Consultation with an external organization does not necessarily constitute an appeal or formal review of the Internship Program's decision.

9. Documentation and Confidentiality

Grievance records are maintained securely and shared only with individuals who have a legitimate role in reviewing, resolving, documenting, or implementing the outcome of the matter, except when additional disclosure is required or permitted by law or institutional policy. Grievance documentation will be maintained in accordance with applicable Internship Program and University record-retention procedures.

10. Protection Against Retaliation

Retaliation against an intern for raising a concern, participating in a grievance review, providing information, or seeking consultation is prohibited. Any allegation of retaliation will be reviewed promptly and may be addressed as a separate grievance or referred to the appropriate University process.

Clinical Operations in Special Circumstances

Emergency Procedures for Clinical Services

The Albizu Clinic Internship Program recognizes that hurricanes, severe weather, flooding, power outages, public health emergencies, and other extraordinary circumstances may temporarily affect Clinic operations and internship activities.

Albizu Clinic has access to generator-supported electrical power that may help maintain limited operations during power outages. However, the Clinic may close or modify operations when environmental, public health, technological, or safety conditions make regular services inadvisable.

1. Notification of Operational Changes

Albizu University administration, including the Chancellor or another authorized administrator, may communicate institution-wide closures, changes in operating hours, or other operational decisions directly to the University community.

When an operational decision affects the Internship Program, the Internship Director communicates any resulting changes in intern schedules, supervision, clinical responsibilities, training activities, or Program expectations.

Interns must follow official communications issued by Albizu University and any additional instructions provided by the Internship Director. Supervisors or other Clinic personnel may not independently require interns to report in person, remain home, provide services remotely, or substantially modify their internship schedules without coordination with the Internship Director.

2. Client Communication and Continuity of Care

When operations are interrupted, interns are expected to communicate with assigned clients as soon as reasonably possible to:

- Notify them of cancellations or changes in service delivery
- Reschedule appointments
- Provide appropriate instructions or referrals
- Assess immediate needs when clinically indicated
- Coordinate continuity-of-care arrangements with supervisors

All contacts, attempted contacts, cancellations, clinical decisions, and modifications to care must be documented in accordance with Clinic procedures.

3. Remote Clinical Services

Remote clinical services may be authorized when electricity, internet access, approved technology, the clinical appropriateness of remote services, privacy, supervision, and safety conditions permit.

Interns may provide remote services only when:

- The arrangement has been authorized through established Program and Clinic procedures
- The supervisor is available or appropriate coverage has been arranged
- An institutionally approved, secure platform is used
- The intern and client are located in private and appropriate environments
- Emergency and contingency procedures have been established
- Applicable legal, ethical, confidentiality, and telehealth requirements are satisfied

An emergency closure does not automatically authorize interns to provide services from home. The Internship Director will provide specific instructions regarding whether remote training or clinical activities are permitted.

4. Supervision During Emergencies

Interns and supervisors are expected to remain in reasonable communication during emergency periods. Supervision may be conducted remotely when authorized and feasible.

When supervision is disrupted, it must be rescheduled as soon as reasonably possible. Interns must not provide clinical services unless appropriate supervisory availability and emergency coverage are in place.

5. Communication with Academic Programs

The Internship Director informs the Psy.D. and Ph.D. Clinical Psychology Program Directors of significant operational interruptions that may affect intern training, required hours, evaluations, or successful completion of the internship.

6. Tracking Hours and Activities

Interns must continue documenting approved training activities and hours through Time2Track or another system authorized by the Internship Program. Only activities approved by the Internship Program may be counted toward internship requirements. The Internship Director evaluates and communicates how temporary changes in operations affect schedules, training requirements, and the accumulation of hours.

Intern Support During Emergencies

The safety and well-being of interns are priorities of the Albizu Clinic Internship Program. Interns are not expected to participate in in-person or remote training activities when doing so would place their health or safety at unreasonable risk.

Interns should promptly communicate with the Internship Director and their supervisors regarding circumstances that affect their safety, availability, clinical responsibilities, or ability to participate in training activities during an emergency.

When a client is experiencing a crisis and the intern cannot reach the assigned supervisor, the intern must follow established Clinic crisis and emergency procedures, including contacting emergency services or other designated crisis resources when clinically necessary.

The Internship Director and supervisors will make reasonable efforts to support continuity of training and supervision while recognizing the personal and practical impact that emergencies may have on interns.

Support may include:

- Temporary adjustments to schedules, caseloads, or assignments
- Remote supervision or approved remote training activities when appropriate
- Rescheduling of missed supervision, didactics, or other required activities
- Assistance with identifying University or community resources
- Consultation regarding the effect of the emergency on required hours or Program completion
- Referral to the Dean of Students or another appropriate University office

The Office of the Dean of Students may provide additional assistance and access to resources during emergencies or periods of significant hardship. Any temporary modification to an intern's schedule, responsibilities, training location, or Program requirements must be reviewed and approved by the Internship Director and implemented in accordance with applicable University procedures.

Handbook Status and Acknowledgment

This handbook describes the current policies, procedures, training requirements, evaluation processes, and expectations of the Albizu Clinic Internship Program. It is intended to guide interns, supervisors, faculty, staff, and academic administrators throughout the internship year.

The Internship Program may update or revise policies, procedures, schedules, training activities, or other handbook provisions when changes are required by accreditation standards, applicable law, Albizu University policy, Clinic operations, or Program needs. When a substantive change affects interns, the Internship Director will communicate the change and provide clarification regarding its implementation.

The handbook and applicable evaluation forms will be reviewed with interns during orientation or within the first weeks of the internship year. Interns are responsible for reading the handbook, asking questions when clarification is needed, and complying with the policies and procedures described herein.

Interns will sign an acknowledgment confirming that they:

- Received access to the handbook
- Had an opportunity to review and discuss its contents
- Understand their responsibility to comply with Program policies and requirements
- Understand that the handbook may be revised when necessary
- Know how to contact the Internship Director with questions or concerns

The acknowledgment confirms receipt and review of the handbook; it does not waive any rights available to the intern under Program or University policies.

Handbook Acknowledgment

I acknowledge that I received access to the 2026–2027 Albizu Clinic Internship Program Handbook, had an opportunity to review and discuss its contents, and understand my responsibility to comply with the policies, procedures, and requirements described therein. I understand that the handbook may be updated or revised when necessary and that substantive changes affecting interns will be communicated by the Internship Director.

I understand that my signature acknowledges receipt and review of the handbook and does not waive any rights available to me under Internship Program or Albizu University policies.

Intern's Printed Name: _____

Intern's Signature: _____

Date: _____

Internship Director's Signature: _____

Date: _____