



Autism Care
Partners

Autism Care Partners

APPIC Member Program 2560

(APA Accreditation Status- Not Accredited)

**CLINICAL PSYCHOLOGY INTERNSHIP
TRAINING PROGRAM**

TRAINING MANUAL

Revised 10/17/2024



Autism Care Partners

Clinical Psychology Internship Training Program

History

Autism Care Partners (ACP) provides state-of-the-art diagnostic testing, assessment of ADHD, autism spectrum disorder, and other psychological disorders. Our clinical team is comprised of licensed clinical psychologists and support staff who dedicate their careers to providing diagnostic evaluations and treatment to patients. We serve patients aged 2-30. We see a wide breadth of clinical presentations, including ADHD, autism spectrum disorder, anxiety disorders, mood disorders, trauma and adjustment disorders, OCD, and more. Patients present from a variety of socioeconomic statuses, educational levels, and cultural backgrounds.

Who We Are

Rebeccah Costa, Psy.D.

Dr. Costa is a licensed clinical psychologist. She joined Autism Care Partners as a post-doctoral trainee in 2019. Upon completing her post-doc, Dr. Costa joined ACP as a full-time clinical psychologist specializing in diagnostic assessment of young children. Dr. Costa developed an early passion for supervision and training and serves as the training coordinator for pre-doctoral and post-doctoral interns. Within this role, she directs and organizes the training program and its resources; is responsible for selection of ACP's interns; monitors and evaluates the program's goals and activities; and documents and maintains interns' updated training records. Dr. Costa earned her Psy.D. in clinical psychology with a focus in children and families and global mental health in 2019 from William James College.

Andrea Lavigne, PhD, BCBA, LBA

Dr. Lavigne is a licensed clinical psychologist and board certified and licensed behavior analyst. Dr. Lavigne joined Autism Care Partners in January 2019 and currently serves as the Chief of Service Delivery. She earned her certification in Applied Behavior Analysis at the University of Massachusetts. Dr. Lavigne earned her Ph.D. in clinical psychology from the University of Rhode Island under the mentorship of Dr. Mark Wood with a focus on neuropsychological assessment and research. Dr. Lavigne oversees the clinical service delivery across the entire organization.

Ariadna Aldarondo Hernandez, Ph.D.

Dr. Aldarondo is a licensed clinical psychologist. She joined Autism Care Partners as a full-time clinical psychologist in June 2024. She earned her Ph.D. in Clinical Psychology from Albizu University in San Juan, Puerto Rico in 2020. She provides diagnostic evaluations in English and Spanish. She provides individual and group supervision for interns and oversees the training program at the Bedford, NH center.



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Marlana Borgos, Ph.D.

Dr. Borgos is a licensed clinical psychologist. She earned her M.A. and CAGS in School Psychology from Tufts University in 1999 and earned her Ph.D. in psychology from the University of Rhode Island in 2003. Dr. Borgos joined Autism Care Partners in 2020 as a full-time clinical psychologist where she evaluates children and adults with psychiatric and neuropsychological problems and supervises predoctoral students.

Ashley White, Psy.D.

Dr. Ashley White is a licensed clinical psychologist in Rhode Island and Massachusetts. She joined Autism Care Partners in 2023. Dr. White graduated from William James College in 2019 and has a strong clinical background in the areas of multicultural and global mental health and treatment of trauma in children and families. Dr. White enjoys working with children and conducting psychological assessments to better support children in their ability to grow and thrive across settings. She provides group supervision for interns.



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What We Do

At Autism Care Partners, we conduct comprehensive psychological assessments regarding emotional, behavioral, social, and executive functioning to help patients receive the supports they need. We provide a comprehensive evaluation of patient strengths and weaknesses to provide diagnostic clarity and the most effective treatment recommendations. ADHD and other disorders may impact various areas of executive functioning, including attention, impulsivity, working memory, initiation, planning, organization, and emotional regulation. Interns who are accepted to this internship will be trained in diagnostic psychological evaluations for children, adolescents, and young adults, and gain experience in providing individual therapy. Interns can also participate in Applied Behavioral Analysis services.

Diagnostic Psychological Evaluations

We provide a comprehensive evaluation of patient strengths and weaknesses to provide diagnostic clarity and the most effective treatment recommendations. ADHD and other disorders may impact various areas of executive functioning, including attention, impulsivity, working memory, initiation, planning, organization, and emotional regulation.

Individual, Family, and Group Counseling

We provide individual counseling to support patients and families who present with a wide range of difficulties, including anxiety, depression, poor self-esteem, symptoms of ADHD, and other challenges that may be impacting their academic, occupational, or social functioning.

Autism Spectrum Disorder Treatment

At Autism Care Partners, we recognize the importance of early identification and intervention. We provide diagnostic and intervention services for autism spectrum disorder (ASD). Our treatment program begins with a clinical interview with a licensed professional. We then determine the appropriate course of treatment, assessment, or referrals in collaboration with the client's family. We utilize directive and naturalistic teaching methods tailored to the specific needs of each client.



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Training

The APPIC member ACP Clinical Psychology Internship Training Program prefers interns currently matriculated in an American Psychological Association (APA) accredited doctoral program in Clinical Psychology or equivalent. All candidates for admission will have adequate preparation for internship as indicated by a statement from the applicant's Program Director. A minimum of 800 contact hours of formal, supervised practicum training is required.

The internship year starts on August 1st. All candidates for admission are held to the onboarding requirements of the practice. The Internship Training Program observes the guidelines regarding timing of internship offers and acceptances adopted by the Association of Psychology Postdoctoral and Internship Centers (APPIC) and the Council of University Directors of Clinical and Counseling Programs. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept or use any ranking-related information from any internship applicant.

At this time, the State of Rhode Island mandates that all healthcare providers and healthcare workers have received a complete series of COVID-19 vaccines (one dose of Johnson & Johnson, two doses of Pfizer or Moderna). The sole exemption in the regulation is a medical exemption. For more information, please visit the Rhode Island Department of Health, COVID-19 Information website.

Our commitment at ACP is to foster the development of highly trained clinical psychologists with the skills to accurately assess and diagnose children, adolescents, and young adults with psychological disorders, along with skills for providing exceptional services in the realm of individual therapy. Upon program completion, we expect that all clinical psychology interns will demonstrate an intermediate to advanced level of professional psychology skills, abilities, proficiencies, competencies, and knowledge in the areas of professionalism, core clinical skills for assessment and intervention, and cultural and individual diversity. Competencies in these areas are acquired through face-to-face interventions, research projects, seminars and didactics, and ongoing mentoring relationships.



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Program Goals

Our goal as an APPIC training site is to provide interns with comprehensive training in diagnostic assessment. Interns will participate in the entire assessment process, including initial intake, assessment administration and scoring, diagnostic formulation and report writing, providing recommendations, and providing evaluation results to patients and families. Interns will receive training in the areas of supervision, research, and didactics related to assessment and diagnostic presentations.

Interns participate in the entire psychological assessment process. Interns participate in conducting initial diagnostic evaluations, selecting test batteries, administering test batteries, conceptualizing the case, writing integrative reports, and providing feedback and recommendation to families. Due to the wide variety of clinical presentations, interns will have the opportunity to become proficient in cognitive testing, memory testing, evaluating social and emotional disorders, and specialized assessment for autism spectrum disorders. Interns will receive supervision and feedback in every aspect of the assessment process.

Interns will have the opportunity to provide individual psychotherapy with children, participate in individual behavioral therapy with young children with autism, and co-lead group therapy for children and adults. Other activities will include research projects, supervision, and seminars and didactics. We aim to provide interns with ample opportunities for face-to-face intervention and services, as we believe the most learning happens through these experiences. Interns will also participate in research projects related to the diagnostic population we serve.

Training activities take place on site at our Warwick, Rhode Island and Bedford, New Hampshire office locations. Interns will be expected to complete 1500 hours in no less than 12 months and no more than 24 months. Our practice offers the opportunity to work both on site and remotely based on scheduling availability. Interns will be provided with adequate space to conduct testing and therapy as well as space to complete scoring, writing, and research. Support staff are available to students to assist with scheduling, contacting patients, coordinating materials, and other administrative needs the intern may have. Assessment materials and office supplies are ordered on a weekly basis to ensure adequate supply of materials. Our office also purchases updated versions of testing materials and assessments as they become available in order to follow best practices.

Interns are expected to abide by the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct (<https://www.apa.org/ethics/code>). This ethics code is reviewed during orientation and discussed more in depth during didactic training.

Interns will begin their internship by participating in training and observation of administration to ensure confidence in their administration of assessment measures used within our testing



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battery. Interns will also observe psychologists conduct intakes and testing feedback appointments. An assessment of abilities will be conducted by supervising psychologists to ensure fidelity in the administration process. Once deemed competent, interns will begin independent test administration and begin conducting intakes with supervision. Interns will then work towards writing assessment reports, obtaining therapy clients, and beginning to participate in leading group therapy. Interns will also participate in weekly supervision and didactics along with test administration, intake/feedback appointments with their supervisor, individual therapy, and group therapy.

The training curriculum offered by ACP is comprised of two main areas: testing, which is offered 12 hours per week over the course of four days; and therapy, which is offered three hours per week over the course of two days.

Training Curriculum:

- Months 1-2
 - Testing (4 days/week, 12 hours/week):
 - Objective: Interns will familiarize themselves with all assessment measures and testing batteries.
 - During Month 1, interns will observe a minimum of 36 hours (12 sessions) of test administration, including assessments and testing batteries. Interns will also participate in the scoring process led by their supervising psychologist. During Month 2, interns will conduct a minimum of 36 hours (12 sessions) of supervised test administration, including assessments and testing batteries. Interns will complete scoring of all materials on their own and will submit to their supervisor for verification.
 - Therapy:
 - Objective: Interns will familiarize themselves with various therapeutic interventions targeted to the clinical population we serve.
 - During Months 1 and 2, interns will work with their supervisor to obtain appropriate therapy cases based on the intern's clinical interests and experience. Cases will be assigned at a rate of 1-2 individual clients and 1 group therapy session per week as applicable. Interns will integrate evidence-based practice into case plans with clients. Interns will be required to develop and maintain treatment plans and session notes which will be reviewed by their supervisor weekly. Interns will also co-lead groups with supervisors.
- Months 3-4
 - Testing:
 - Objective: Interns will utilize skills learned during months 1 & 2 during testing and feedback appointments.



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- Interns will begin to conduct intakes, select testing batteries, administer the testing battery, and begin to write integrative reports. Reports will be reviewed in supervision weekly. Interns will also begin to participate in testing feedback appointments to practice delivering feedback to patients.
- Therapy:
 - Objective: Interns will continue to incorporate skills and experience into clinical practice with individual therapy clients and gain independence in leading group therapy.
- Months 5-12
 - Testing:
 - Objective: Interns will become more independent in the evaluation process.
 - Interns will conduct testing intakes with supervision, select the testing battery, administer testing, write integrative reports, and provide feedback to patients with supervision.
 - Therapy:
 - Objective: Interns will continue to incorporate skills and experience into their clinical practice with individual therapy and lead group therapy while developing ongoing group therapy activities and curriculum.



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List of Materials Available to Interns

Cognitive Assessments

- WISC-V
- WAIS-V
- WPPSI-IV
- KBIT-2
- Wechsler Nonverbal Scales

Memory Assessments

- WRAML-3

Attention and Executive Functioning Assessments

- BRIEF (parent, teacher, self, preschool)
- CAARS-3 (self and informant)
- CPT/K-CPT
- NEPSY-II
- DKEFS

Social and Emotional Functioning (most questionnaires in English and Spanish)

- CDI-2 self and parent
- SCARED
- SCAARED
- BDI
- BAI
- Achenbach scales
- ADOS-2
- TSCC
- PCL-5



-Vineland-3

-MDQ

-MMPI-3

-BOCS

-BASC-3 (self, parent, teacher)

-PASR

-Piers Harris Self Concept Scales

-Social Responsiveness Scale

-Social Communication Questionnaire

Therapy Materials:

Coping Cat protocol

Toys for play therapy

Sensory activities

Therapy worksheets

Technology:

QInteractive

QGlobal

Pariconnect

WPS OES

Microsoft Outlook, Teams, and SharePoint

EHR software

Other:

Most up to date version of the DSM



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Didactic Training

Interns will participate in 2 hours of didactic training per week. Interns will have the opportunity to work with and learn from other professionals within our comprehensive team, such as Board-Certified Behavior Analysts, Applied Behavioral Analysis therapists, speech and occupational therapists, and clinical social workers. Seminars and didactics will be held weekly and cover a breadth of topics. Such topics will include diagnosis and treatment of a variety of developmental and psychiatric disorders, multidisciplinary team topics with our ABA staff and other professional therapists, training in therapy skills and techniques, current trends in research, and other topics as determined by the training coordinator based on needs and interests of the clinical psychology interns.

Supervision and Evaluation

Interns will receive 4 hours of supervision per week. 2 hours will be individual supervision, and 2 hours will consist of group supervision. Supervision is documented by both interns and supervisors. Supervisor's review and sign all clinical documentation and reports. Interns will receive written evaluations twice per year by their supervisors. Evaluations will provide summary information of performance in all major competence areas that are a focus of internship training. Evaluations will identify the intern's strengths and areas of growth. Interns will have the opportunity to review their evaluation with supervisors to ensure the fullest possible communication between supervisors and interns. Interns' progress within our program will be shared with their home academic program. Interns may also have the opportunity to provide peer to peer supervision to practicum students from programs such as the University of Rhode Island Clinical Psychology Ph.D. program and William James College Psy.D. program.

Sample Weekly Schedule

Monday:

- 9:00am-12:00pm: Test Administration/Observation
- 12:00pm-1:00pm: Individual Supervision
- 1:00pm-3:00pm: (Practice) Test Scoring/Report Writing
- 3:00pm-5:00pm: Individual Therapy

Tuesday:

- 9:00am-12:00pm: Intake/Feedbacks with Supervisor
- 12:00pm-2:00pm: Group Supervision
- 2:00pm-3:00pm: Test Administration/Observation

Wednesday:

- 9:00am-12:00pm: Test Administration/Observation
- 12:00pm-2:00pm: Didactics/Seminar
- 2:00pm-3:00pm: Individual Supervision
- 3:00pm-4:00pm: (Practice) Test Scoring/Report Writing
- 4:00pm-5:00pm: Group Therapy



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Thursday:

- 9:00am-12:00pm: Intake/Feedbacks with Supervisor
- 12:00pm-2:00pm: (Practice) Scoring/Report Writing
- 2:00pm-5:00pm: Test Administration

Friday:

- 9:00am-5:00pm: Scoring, Report Writing, Research Projects

The annual stipend for all interns at Autism Care Partners is \$31,200 for the Rhode Island track and \$33,280 for the New Hampshire track. Along with the stipend, interns receive health benefits, paid time off, and paid holidays. Interns are also provided with \$250 per year for additional training opportunities. Questions regarding specific benefits can be directed to hrenterprise@autismcarepartners.com.

Upon successful completion of the program, a certificate is awarded by the Clinical Psychology Training Program at Autism Care Partners.



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ACP Stipend, Benefits, and Resources Policy

The annual stipend for all interns at Autism Care Partners is \$31,200 for the Rhode Island track and \$33,280 for the New Hampshire track. Along with the stipend, interns receive health benefits, paid time off, and paid holidays. Interns are also provided with \$250 per year for additional training opportunities. Questions regarding specific benefits can be directed to hrenterprise@autismcarepartners.com.

ACP interns have access to many resources. Interns are provided with office space, a desk, an ACP issued laptop device to access email and other ACP platforms, digital phone lines, printers, voicemail, and basic office supplies. Clinical resources include assessment materials, intervention manuals, access to the DSM-V TR, intervention manuals, play therapy materials, and online scoring platforms. Additional materials may be purchased with Training Director approval. Interns have access to IT support as well as scheduling, human resources, billing, and other administrative support. ACP will provide interns with reasonable accommodations as needed.



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ACP Diversity and Non-Discrimination Policy

At Autism Care Partners, we value diversity and seek equity. This is one of our core values as a company. ACP ensures equal opportunity to all employees and applicants and applies equal opportunity practices to all employment practices, human resource actions, and internship training. We will reasonably accommodate qualified individuals with a disability so they can perform the essential functions of the job. Along with our company values, our training program highly values diversity and makes every effort to create an environment of respect, safety, and comfort for our interns. We make every effort to increase multicultural awareness and provide training that includes working with a diverse population of patients and coworkers. We also make every effort to support our interns in their growth of cultural competency as clinicians and individuals. We make ongoing efforts to track our progress and growth in terms of diversity at the training and companywide level. ACP is dedicated to our “no wrong door” policy which allows patients and their families access to our services and supports them no matter where they are in their journey.

ACP encourages applicants from diverse backgrounds to apply to our program. We will not discriminate for any factor, such as age, gender, disability, ethnicity, gender identity, religion, race, culture, sexual orientation, socioeconomic status, or any other factor that is not relevant to an applicant’s success as an intern. Applicants are evaluated on their clinical abilities, readiness for internship, and prior training experiences that are applicable to their success at our training site. If an intern requires accommodations, we will provide reasonable accommodation at the intern’s request to the training director. Ongoing feedback regarding diversity is collected in regular intervals at the training and company level in order to continue to enhance our training around diversity.



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ACP Intern Evaluation and Supervision Policy

The Autism Care Partners internship program is dedicated to providing high quality training. Interns are required to demonstrate minimal levels of achievement across all required competencies and elements of their training. Interns receive feedback in a variety of ways, including consistent feedback from their supervisors and formal evaluation from their primary supervisor at the midpoint of the training year and at the end of the training year. Evaluations are conducted using a standard evaluation form which includes information about the intern's performance in all areas of the required competencies and specific written comments from the supervisor. Performance evaluation is based on direct observation from the supervisor and consultation from other supervisors involved in the intern's training. Supervisors complete the evaluation and review it with the intern and provide the opportunity for the intern to ask questions and discuss the evaluation.

Interns are evaluated at the midpoint and end of the internship. At the midpoint of the internship, the intern must achieve a 3 on all learning elements. At the end of the internship, the intern must achieve a 4 on all learning elements. The rating scale for the evaluation is a five-point scale (1=requires support, 2=developing competence, 3= intermediate competence, 4 = proficient competence, 5= advanced competence). If an intern receives a score less than 3 on any learning element at the midpoint evaluation or a supervisor has concerns regarding the student's training or progress in the program, the program's Due Process procedures will be initiated. The Due Process procedures can be found in the ACP handbook. In order to successfully complete the training program, interns must achieve a rating of 4 or above on all required competencies and complete 2000 training hours. Should interns not achieve the requirements and due process does not result in successful remediation, the intern may be terminated from the training program.

Interns receive at least four hours of supervision each week during the training year. 2 hours per week are individual supervision with a doctoral level licensed psychologist, one hour per week is group supervision with a doctoral level licensed psychologist, and one hour per week is group supervision with a licensed independent clinical social worker. Interns have access to their supervisor for consultation and supervision at all times during their internship training.

Supervision will be held in person when available and remotely using videoconferencing when necessary for scheduling purposes. This format is used to provide interns with access to practicum students with different schedules and to meet with a different supervisor outside of the primary supervisor. All video conferencing takes place over a secure network using site administered video conferencing technology and is never recorded. Interns are trained on how to use the videoconferencing platform during their onboarding. Technical difficulties are managed using Information Technology support.



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ACP Due Process Procedures

The following procedures are established to meet the APA guidelines regarding progress of students in the internship program. APA (1979) standards for internships state: "Faculty have special responsibility to assess continually the progress of each student. Students who exhibit continued serious difficulties and do not function effectively in academic and/or interpersonal situations should be counseled early, made aware of career alternatives and, if necessary, dropped from the program. There should be specific advisement policies and mechanisms (including grievance and due process procedures) to handle academic problems, conflict situations, and problems related to expectations, interpersonal relations, and other areas." Problems in a clinical psychology intern's professional or personal conduct can occur in many ways. Examples may include if a supervisor feels that a clinical psychology intern has significant deficiencies in skills or motivation, the intern is unable to function professionally because of emotional or substance abuse problems or physical illness. These stressors may be beyond the intern's control but prevent the intern from completing the internship training program or function clinically for a period of time. Should they occur, these stressors will be met with appropriate support and remediation in order to protect both the intern and the clients we serve.

The procedures described below are followed when supervisors observe that the intern has a lack of sufficient knowledge or skills in order to carry out their duties as an intern; physical or emotional difficulties that are considerably affecting the intern's performance, the intern has demonstrated professionally inappropriate behavior, the intern's behavior does not change in response to feedback or time, the intern's behavior potentially negatively impacts other interns, patients, company staff, or view of the company, or the intern does not acknowledge or address problems when identified. Should formal evaluations of intern's competence reveal any deficiencies or ongoing difficulties, this may trigger the Due Process procedures.

Due Process

Due process procedures are implemented when a supervisor or other staff member raises concerns regarding the function of an intern. The intern has the right to be given every reasonable opportunity to remediate concerns and be treated with respect and professionalism. If a problem is detected by a supervisor, the supervisor and the intern will discuss the problem and attempt to find a solution via informal review. If the supervisor and intern are not able to find a solution, the supervisor will inform the Training Coordinator, who will gather information in a manner so as to protect confidentiality within one week. The intern and their academic program will be notified in writing that the training coordinator is gathering information regarding the problem. If the training coordinator can suggest a solution or remediation plan that is agreed to by the intern and the supervisor, no further action will be necessary.

In the case of physical or emotional difficulties that are considerably affecting performance, the supervisor and Training Coordinator will determine whether the activities of the intern could



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potentially bring harm to patients and decide whether to temporarily suspend the intern's duties. Any decision to suspend the intern's duties will be documented in the intern's record. When appropriate, the Training Coordinator will support the intern in locating resources to deal with the difficulty and discuss timelines for resuming clinical duties with the intern.

If the Training Coordinator cannot suggest a solution or remediation plan agreed to by the intern and supervisor, the intern will be notified that the issue has been raised to a formal level of review and that a hearing will be held to allow the intern to hear and respond to concerns prior to decisions regarding remediation being made. Outcomes from the hearing may include implementation of a remediation plan, acknowledgement of the problem, suspension, or termination of the internship. Should the outcome be remediation, the Training Coordinator will develop a remediation plan and notify the intern, supervisors, and academic program in writing of the proposed remediation plan and potential consequences for lack of participation in the remedial plan. The written plan will include the problem, required actions by the intern, support necessary to complete the actions, and the timeframe in which the actions must be completed. The intern will be provided with a copy of the remediation plan and given the opportunity to provide feedback and request revisions to the remediation plan. A copy of this plan will be documented in the intern's internship file. The intern's progress towards the plan will be reviewed weekly to ensure the intern is taking necessary steps and has sufficient support. The plan will be updated as the intern shows progress in the remedial plan. Upon completion of the plan, if the problem is deemed resolved by the supervisor, no further action will be necessary. The intern will be notified in writing within five working days that the problem has been deemed resolved.

If the problem has not been resolved, further remediation will be proposed and reviewed. If the intern does not then complete the remediation plan after an additional month of training, the Training Coordinator, supervisors, and Human Resources department will decide whether the intern will be granted additional, unpaid training opportunities in order to complete the plan or if the clinical psychology intern will fail to complete the internship. Interns may fail to complete the internship if the intern continues to lack necessary skills order to carry out their duties as an intern, physical or emotional difficulties that are considerably affecting performance continue, or the intern has continued to demonstrate professionally inappropriate behavior despite participation in the remediation plan or if the intern fails to complete the remediation plan in the time given. If the determination is made to terminate the intern from the internship program, they will be required to complete any incomplete documentation. The intern will be able to receive credit for hours obtained prior to the date of creation of the remedial plan.

The intern has the right to appear before the Training Coordinator and supervisors to appeal a decision regarding remediation and termination. The appeal must be submitted in writing to the Training Coordinator within 3 business days of the decision. The intern will then appear before the Training Coordinator and Chief of Service Delivery to appeal a decision within one week of



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submitting their written notice. The intern has the right to involve other individuals in their appeal meeting to present upon their behalf. Decisions regarding the intern's appeal will be made by the Training Coordinator and the Chief of Service Delivery with Human Resources support if necessary. Decisions will be based on results of prior attempts to resolve the problem by the intern and involved staff members as well as the intern's ability to adhere to the internship standards in question. The decision will be sent in writing to the intern and intern's academic program within 3 business days following the intern's appeal meeting. Should there be a conflict of interest where the person of concern is the Training Coordinator, the steps of due process will be followed by the Director of Psychology or Chief of Service Delivery.

Grievance

Interns may file a complaint when they observe that a supervisor possesses insufficient knowledge or skills necessary to carry out their duties, physical or emotional difficulties that are considerably impacting their performance, or if the supervisor has demonstrated professionally inappropriate behavior. Interns may also file a grievance regarding any element of the training program deemed unsatisfactory by the intern. Grievances may be filed at any time for any reason during the internship. Upon writing filing of the grievance, the Training Coordinator will meet with the intern and the individual being grieved separately or jointly within 10 working days. If a problem is detected by an intern, the intern and the supervisor will discuss the problem and attempt to find a solution via informal review. If the intern and supervisor are not able to find a solution, the supervisor will inform the Training Coordinator, who will gather information in a manner so as to protect confidentiality. Should the intern feel uncomfortable discussing the problem directly with the supervisor, the intern should inform the Training Coordinator orally. If the Training Coordinator can suggest a solution agreed upon by the intern and the supervisor, no further action will be necessary.

If further action is necessary, the Training Coordinator, Chief of Service Delivery, and Human Resources will decide whether any disciplinary action is necessary based on criteria outlined in the Staff Handbook regarding poor performance of professional duties. It will then be decided if a remediation plan will be developed. If the intern does not feel comfortable continuing with the supervisor, an alternate supervisor will be assigned to the intern. Progress towards the plan will be reviewed at weekly intervals in the plan to ensure the supervisor is taking necessary steps and has sufficient support. Upon completion of the plan, if the problem is deemed resolved by the Training Coordinator, no further action will be necessary. If the problem has not been resolved, further a remediation will be proposed and reviewed, or suspension of intern supervision privileges is made. If a supervisor disagrees with a decision, they may follow agency procedures further to address the decision.

Should the intern have any grievances with internship policies and procedures or any other aspect of the internship training, the intern should contact the Training Coordinator who will



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follow similar due process steps to address the intern's grievance. This process will include meeting with the intern to discuss the problem and attempt to determine a solution. Should the Training Coordinator be unable to determine a solution, the Training Coordinator will consult with the Chief of Service Delivery and Human Resources department in order to determine a solution depending on the nature of the grievance.

Should the grievance be directed towards the Training Coordinator, the steps regarding the grievance process will be followed by the Director of Training or the Chief of Service Delivery.



Autism Care Partners Intern Selection and Academic Preparation Requirements Policy

Application Process:

ACP currently offers two full time internship positions. Students who wish to apply to the ACP internship program should submit an online application through the APPIC website (www.appic.org) using the APPIC Application for Psychology Internships (AAPI). Application materials must be submitted by the date noted in the current APPIC directory in order to be considered for an internship position.

Applications (as part of AAPI) should include:

1. A completed APPI profile
2. Cover letter
3. Current Curriculum Vitae
4. Three Standard Reference Forms
5. Official transcripts

Application Review and Interview Process:

All interns are considered carefully for the position. Preferred qualifications include extensive assessment experience and experience assessing and treating individuals with neurodevelopmental disorders, some experience or special interest in working with diverse populations, current enrollment and good standing in an APA-accredited doctoral program, and dissertation proposal defended. All applications are reviewed using a standard Application Rating Scale to determine if the student will be a good fit for the program. Applicants are notified whether they have received an interview by December 15. Interviews are scheduled within the first two weeks of January and take place via videoconference with the Training Director. Interviews are conducted using standard interview questions and additional questions as deemed appropriate.

Participation in the APPIC Match

APPIC rank order is submitted by the rank order deadline in order to participate in the national match process. ACP abides by the APPIC policy that no person at ACP will solicit, accept, or use any ranking-related information from any intern applicant. Interns who match at ACP must provide proof of citizenship or legal residency and pass a background check before beginning employment.

Questions regarding any part of the selection process or academic preparation requirements may be directed to the ACP training director.



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ACP Telesupervision Policy

Autism Care Partners uses videoconferencing to provide weekly group supervision and individual supervision if the supervisor is not scheduled to be on site during the scheduled supervision meeting time. This format is used to ensure interaction between interns and allow interns to meet with supervisors who may not be directly located on site. Interns and the supervisor meet via the platform Teams with high quality, real time, audio and video. Telesupervision is an effective way to foster interactions between all students, intern and practicum level, and may also be used in place of in person supervision for emergencies such as the COVID-19 pandemic.

The use of telesupervision is consistent with our aim to provide high quality training to our interns. We also use telehealth models to allow easier accessibility to services to the patients we serve. All interns participate in an introduction to telesupervision during orientation and are provided with necessary information and accounts to participate at the beginning of the training year. Interns are asked to give feedback regarding telesupervision within the program at regular intervals. When group supervision is held via telesupervision, primary supervisors remain responsible for any clinical cases discussed and any time sensitive or urgent information must be relayed to the primary supervisor immediately via email and/or phone.

All telesupervision occurs over a secure network using site administered video conferencing platforms. Supervision meetings are never recorded to protect privacy and confidentiality. Interns are provided with company issued devices to participate in telesupervision. Should the intern have any barriers to accessing telesupervision, the intern should inform the Director of Training to implement any supports necessary to access telesupervision. Any technical difficulties will be resolved in a timely manner with support from our IT department help desk.



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ACP Communication and Records Maintenance Policy

Communication between ACP and intern's doctoral programs is essential for maintaining a comprehensive training model and developing an intern's competence as a psychologist. To facilitate this relationship between ACP and the intern's doctoral program, the Training Director will contact the Director of Clinical Training of the intern's doctoral program at regular intervals and as needed throughout the year. The regular points of contact include:

1. A Match letter is sent to the intern and their Director of Clinical training within five days of a successful match with specific information regarding the internship such as start and end dates and stipend amount
2. The Training Coordinator will share a copy of formal written evaluations with the Director of Clinical Training at each evaluation period
3. The Training Coordinator will inform the Director of Clinical Training within one month of the end of the internship to notify that the intern has successfully completed the training program
4. Should the intern enter a formal review via Due Process procedures, the Director of Clinical training is informed and notified of any further action that may be taken by ACP such as termination from the program.

In addition to maintaining communication with the Director of Clinical Training, the Training Coordinator maintains intern records, including intern evaluations, certificates of completion, training contracts, records of training experience, and due process procedures. These records are maintained in a secure digital file indefinitely.

Internship Program Admissions

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic preparation requirements:

Autism Care Partners (ACP) currently offers 2 full time internship positions. ACP bases its selection process on the entire application package submitted through AAPI; however, applicants who have met the following qualifications prior to beginning internship are considered preferred:

1. Experience in assessment and treatment of individuals with neurodevelopmental disorders
2. Some experience or special interest in working with diverse populations
3. Current enrollment and good standing in an APA-accredited doctoral program
4. Dissertation proposal defended.

Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:

Total Direct Contact Intervention Hours	Yes	No	Amount:
Total Direct Contact Assessment Hours	Yes	No	Amount:

Describe any other required minimum criteria used to screen applicants:

Financial and Other Benefit Support for Upcoming Training Year*

Annual Stipend/Salary for Full-time Interns	\$31,200 RI track \$33,280 NH track	
Annual Stipend/Salary for Half-time Interns	n/a	
Program provides access to medical insurance for intern?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If access to medical insurance is provided:		
Trainee contribution to cost required?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Coverage of family member(s) available?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Coverage of legally married partner available?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Coverage of domestic partner available?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	6	
Hours of Annual Paid Sick Leave	5	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Other Benefits (please describe): Paid holidays, \$250 per year for additional training opportunities		

* Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table

Initial Post-Internship Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

	2021-2024	
Total # of interns who were in the 3 cohorts	2	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	2	
	PD	EP
Academic teaching	PD =	EP =
Community mental health center	PD =	EP =
Consortium	PD =	EP =
University Counseling Center	PD =	EP =
Hospital/Medical Center	PD =	EP =
Veterans Affairs Health Care System	PD =	EP =
Psychiatric facility	PD =	EP =
Correctional facility	PD =	EP =
Health maintenance organization	PD =	EP =
School district/system	PD =	EP =
Independent practice setting	PD =	EP =
Other	PD =	EP =

Note: "PD" = Post-doctoral residency position; "EP" = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.