

Due Process Guidelines

II.) DEFINITION OF INADEQUATE PERFORMANCE

For the purpose of this document, inadequate performance is defined broadly as any behavior interfering with professional functioning. Ratings on the formal written evaluations reflect an inability and/or unwillingness to acquire and integrate essential professional standards in the delivery of psychological services and/or to incorporate the personal and professional qualities necessary to participate effectively as a psychological practitioner in an organization setting. For interns, this is reflected by a rating of 1 (remedial level) at mid-year and a rating of 1 or 2 (beginning level) at year end. For externs, this is reflected by a rating of 1 (remedial) at mid-year and final evaluation. For postdoctoral fellows this is reflected by a rating of 1 (remedial level) or 2 (beginning level) at mid-year and a rating of 1, 2, or 3 (intermediate level) at final evaluation.

Successful Completion of the Internship

In addition to completing all of the above-stated requirements for individual and group psychotherapy case load, outreach and consultation, attendance/participation in seminars and staff meetings, as well as adhering to Center policies, APA Ethical Guidelines, and Illinois State Law, successful completion of the Internship program entails a minimal rating of 3 (intermediate level) on all items on the formal final evaluation.

Training Program Evaluations

Evaluations of trainees by the Training Program

- 1) Trainees are evaluated by their Primary Supervisors for their clinical skills, their professional development and their overall performance, and their evaluations should reflect the general feedback from other staff and the utilization of ongoing feedback.
- 2) Trainees are evaluated by their Secondary supervisors on their work with intakes and their treatment of their single case chosen for that supervision.
- 3) Group Therapy Supervisors/co-therapists evaluate Interns for their therapeutic skills in conducting groups and their utilization of feedback to improve performance.
- 4) Seminar leaders evaluate seminar participation and skill development.
- 5) Other specialized efforts such as rotations are evaluated by the staff involved in those tasks.
- 6) Successful completion of the Internship program entails ratings of 3 (intermediate level) or higher, the Externship program entails ratings of 2 (beginning level) or higher, and the Postdoctoral program ratings of 4 (high intermediate level) or higher on all items on the final evaluations provided by supervisors; as well as documentation that trainees have met the basic activity requirements of each training program, as outlined above.

Due process ensures that decisions made by the Training Program regarding trainees are not arbitrary, subjectively biased, or otherwise unfair. It requires that the program establish evaluative procedures which are applied equally to all trainees. Feedback

should be constructive and timely, with appropriate notification, opportunities and recommendations for improvement, and clear review procedures to appeal the program's actions.

In order to provide for due process, the program under the aegis of the Associate Director for Training will:

- 1) present in writing at the outset of the training year general rights, responsibilities and performance requirements for Interns and Externs as outlined in the Policy and Procedures manuals for the Counseling Services and the Training Program;
- 2) delineate herein the procedures and guidelines involved in making decisions regarding problematic or inadequate performance;
- 3) implement formal written means of evaluation at standard interim and final points in the training sequence, with provisions for trainee response;
- 4) use input from multiple training resources, including supervisors, seminar leaders and other members of the Training Committee when making formal evaluations and recommendations;
- 5) coordinate all actions taken in response to major identified deficits through the Associate Director for Training with review by the Director of the Center;
- 6) communicate with Academic Programs about major concerns to coordinate with them about how to address such issues;
- 7) institute, in conjunction with the Academic Program when needed, a plan for remediation of identified deficits, including time estimates for required changes and consequences if the difficulty is not rectified;
- 8) ensure that the trainee has sufficient time to respond to any action taken by the program; and
- 9) document in writing to all relevant parties actions taken by the program and their rationales, with review by the Clinical Director and the Director of the Center.