



**INTERNSHIP IN HEALTH SERVICE  
PSYCHOLOGY**

**EMORY UNIVERSITY SCHOOL OF MEDICINE  
DEPARTMENT OF PSYCHIATRY &  
BEHAVIORAL SCIENCES/  
GRADY HEALTH SYSTEM**

**AND**

**EMORY UNIVERSITY SCHOOL OF MEDICINE  
DEPARTMENT OF REHABILITATION  
MEDICINE/  
DIVISION OF NEUROPSYCHOLOGY**

**PROGRAM POLICIES AND PROCEDURES**

**2023-2024**



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### **Accreditation Status**

#### I. American Psychological Association Accreditation

The Emory University School of Medicine internship program is accredited as a doctoral internship in health service psychology by the Commission on Accreditation of the Office of Program Consultation and Accreditation at the American Psychological Association. Questions related to the program's accredited status should be directed to the Commission on Accreditation:

*Office of Program Consultation and Accreditation*

*American Psychological Association*

*750 1st Street, NE, Washington, DC 20002*

*Phone: (202) 336-5979 / E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org)*

*Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)*

## **Intern Recruitment and Selection**

### I. Recruitment

The internship program recruits interns for 8 positions annually, including 3 for the general track, 1 for the trauma track, 2 for the adult/geriatric neuropsychology track, and 2 for the adult/pediatric neuropsychology track. Information for prospective applicants is found in the internship program's online brochure as well as in the internship program directory at the Association of Psychology Postdoctoral and Internship Centers (APPIC) website. This information is updated annually no later than August of each calendar year. The internship program is strongly committed to recruiting interns from diverse backgrounds.

#### A. Minimum Requirements for Application

The General Internship Experience (general and trauma tracks) accepts applicants from APA or CPA accredited clinical and counseling psychology programs. The Neuropsychology Track also accepts applicants from APA or CPA accredited clinical and counseling psychology programs that include coursework in neuropsychology. Applicants to all tracks must also have completed a minimum of 3 years of pre-internship graduate training at the time of application for internship. The internship program does not set *a priori* minimums for intervention, assessment, or supervision hours as conditions for application consideration.

#### B. Application Procedures

Internship applicants must complete the AAPI online application. Three letters of recommendation are required as part of the online application. The program *does not* require supplementary materials (e.g., testing or case report work samples) that are not a part of the regular AAPI online application. Online application instructions and specific application criteria are available from the APPIC website, [www.appic.org](http://www.appic.org). The deadline date for completed applications is the first week day in November at 11:59 pm Eastern Time. The actual calendar date for a given recruitment year is specified in the internship program brochure and in the online APPIC internship program directory.

Applicants must specify in the AAPI online application and note prominently in their cover letter the internship experience and track for which they are applying (General or Trauma Track of the General Internship Experience; Adult/Geriatric or Adult/Pediatric Concentration of the Neuropsychology Track). There is a separate match number for each of these tracks. Also, it is permissible for applicants to apply for consideration on more than one track.

## II. Selection

### A. Initial Application Review

Completed applications submitted via the AAPI online system are reviewed by initial review groups to select applicants who will be invited for interviews. Both applicant credentials as reflected in the application materials *and* degree of match between applicant goals/training experiences and the program of training offered by the internship are considered in this initial review process.

### B. Interviews

Approximately 30 - 35 applicants for the general internship experience tracks (general and trauma) and 25 – 30 applicants for the neuropsychology tracks (adult/geriatric and adult/pediatric) are invited for individual in-person or phone interviews. Applicants are notified about their application status in writing via e-mail no later than December 15 of a given calendar year.

### C. Match Rankings

Following the interviews, internship faculty participants in the selection process meet to establish a ranking of applicants for each track. This ranking determines the applicant order that is sent to the APPIC Internship Matching Program for the computer match process. The internship program conforms to all APPIC selection policies (please see the APPIC web site at [www.appic.org](http://www.appic.org)). The internship program agrees to abide by the APPIC policy that no person at this training facility will solicit, accept or use any ranking related information from any intern applicant.

### D. Acceptance of Applicants

In accordance with APPIC policy, the internship program recognizes the match results as an agreement to accept applicants with whom the internship matches. The program e-mails appointment agreements to all matched applicants within seven days of receipt of the match results. These agreements include confirmation of the conditions of the appointment and are copied to the applicants' Directors of Clinical Training.

### **Required Doctoral Program Preparation and Experiences**

#### I. Doctoral Program Preparation

A minimum of 3 years of pre-internship graduate education at the time of application for internship in an APA or CPA accredited doctoral psychology training program is required for admission into the internship.

#### II. Required Experiences

The internship program does not set *a priori* minimums for intervention, assessment, or supervision hours as conditions for application consideration or admission into the internship.

### **Required Hours for Internship Completion**

#### I. Length of Internship

The internship program is structured as a full-time experience that is completed over no fewer than 12 months.

#### II. Required Hours for Completion and Workload Expectations

Interns are required to complete a minimum of 2,000 hours over 52 weeks. The typical workload that an intern can expect is 45–50 hours per week.

## **Administrative and Financial Resources and Assistance**

### I. Administrative Resources

#### A. Administrative Organization

The internship program's administrative team is comprised of the Director of Psychology Internship Training (Training Director) and Associate Director for the General Internship Experience and the Associate Director for the Neuropsychology Track (Associate Directors). The Chief Psychologist also provides administrative support for the internship program.

#### B. Administrative Processes

The Training Director oversees implementation of the structural aspects of the internship program, the procurement of programmatic resources, intern recruitment and selection processes, clinical rotation assignments, and intern, supervisor, and program evaluation. In coordination with the Training Director, the Associate Directors are involved in the day-to-day administrative activities of the internship program.

The Training Director consults routinely with training program faculty at scheduled psychology faculty meetings, ensuring that a mechanism for regular communication between program staff and the administrative structure is built into the program's organization. The Training Director, in consultation with the Associate Directors and program faculty, makes any decisions involving programmatic alterations. Alterations in a specific structure within a rotation are made collaboratively between the Training Director, the rotational faculty, and interns.

The Training Director actively coordinates with the Chief Psychologist to ensure that the internship program operates in a manner consistent with the overall psychology programs. This includes administrative activities pertaining to programmatic infrastructure and strategic planning activities regarding psychology training programs in the Emory University School of Medicine.

#### C. Administrative Support Activities

Administrative support is provided by the School of Medicine departments within which the internship program operates. This includes administrative assistants for the general track interns and the neuropsychology track interns. The administrative assistants provide support for intern onboarding, program recruitment, and day-to-day operations of the internship program. Departmental human resources specialists oversee activities related to intern employment, including stipend payment and benefits enrollment.



## II. Financial Assistance

### A. Stipend

Interns receive a stipend during the internship training year and are eligible for Emory benefits, including health benefits. Stipend support covers the entire training year and is paid monthly.

### B. Education Fund

A psychology education fund provides support for the internship training program, including purchase of equipment, supplies, and educational materials that support the training of interns.

### C. Travel Awards

Modest financial support is available for intern travel to a scientific conference for the purposes of presenting scholarly work. While all interns are eligible for consideration for a travel award, a formal application and peer review process conducted by a faculty committee is used to determine travel award recipients. Interns may receive no more than one travel award during the internship year.

## **Requirements for Successful Internship Performance**

### I. Competency Domains for Successful Internship Performance

Successful internship performance requires that, by the end of the internship training year, interns demonstrate a developmentally expected level of competence in the following health service psychology domains:

- A. Assessment
- B. Intervention
- C. Consultation and interprofessional/interdisciplinary skills
- D. Supervision
- E. Research
- F. Professional values, attitudes, and behaviors
- G. Communication and interpersonal skills
- H. Individual and cultural diversity
- I. Ethical and legal standards

### II. Measuring Successful Internship Performance

#### A. Intern Performance Measurement Tool

Intern performance is measured using the Trainee Performance Evaluation Form that yields a numerical competence rating using a Likert-type scale for each of the health service psychology competency domains listed in subsection I above. The Trainee Performance Evaluation Form also yields an overall competency rating.

#### B. Criteria for Determining Successful Internship Performance

By the end of the internship training year, interns must receive a minimum competence rating of 3 (“at expected level of competence”) for *each* item on the Trainee Performance Evaluation Form across health service psychology competency domains. Interns must also receive a minimum competence rating of 3 (“at expected level of competence”) on the *overall* rating component of the Trainee Performance Evaluation Form. These minimal level of achievement ratings reflect a determination that, by the end of internship, interns have attained “Readiness for Entry Level Practice,” encompassing abilities to: (1) independently function in a broad range of clinical and professional activities; (2) generalize skills and knowledge to new situations; and (3) self-assess when to seek additional training, supervision, or consultation.

## **Intern Performance Evaluation and Feedback**

### I. Competency Domains Evaluated

Interns receive evaluation and feedback regarding their performance across health service psychology competency domains, including:

- A. Assessment
- B. Intervention
- C. Consultation and interprofessional/interdisciplinary skills
- D. Supervision
- E. Research
- F. Professional values, attitudes, and behaviors
- G. Communication and interpersonal skills
- H. Individual and cultural diversity
- I. Ethical and legal standards

### II. Intern Performance Measurement Tool

Intern performance is measured using the Trainee Performance Evaluation Form that yields a numerical competence rating using a Likert-type scale for each of the health service psychology competency domains listed in subsection I above. The Trainee Performance Evaluation Form also yields an overall competency rating. The rating scale is as follows:

- 1 = Significantly below expected level of competence
- 2 = Below expected level of competence
- 3 = At expected level of competence
- 4 = Above expected level of competence
- 5 = Significantly above expected level of competence
- N/A=Not Assessed/Not Applicable

The evaluation form also provides space for written supervisor comments for each of the competency domains as well as for overall comments and training recommendations

### III. Evaluation Sources

Intern self-report of clinical activities, review of audio/video recordings, direct or live observation, co-therapy conducted by an intern and supervisor, consultation with clinical team members/staff, review of test data, review of written material, role play or response to vignettes, observation during team meetings, and/or collaboration on scholarly activities. Evaluation of competencies is based, in part, on direct observation of the intern via live observation or review of audio/video recordings.

#### IV. Evaluation and Feedback Mechanisms

Interns receive supervisory evaluation and feedback throughout the internship year via both formal and informal mechanisms.

##### A. Formal Trainee Performance Evaluation

###### 1. Individual Supervisor Performance Evaluation and Feedback

A formalized summative feedback process is conducted at specific points in the course of the training year in accordance with rotation schedules to provide interns with input on supervisor perceptions of strengths as well as areas of growth. Supervisors for general internship experience interns (general and trauma track) provide verbal mid-rotation feedback and complete written evaluation forms three times per year at the end of each four-month major rotation. Interns on the neuropsychology track receive written mid-rotation and end-of rotation evaluations at the 3- and 6-month marks of each major and minor rotation. The Trainee Performance Evaluation Form is used for all written evaluations. Supervisors discuss with the intern their numerical ratings across the competency domains as well as any written observations. Interns provide written acknowledgement of having received the evaluation and also have an opportunity to provide written comments on any aspect of the evaluation.

###### 2. Faculty Intern Evaluation Meetings

Intern progress is discussed routinely in faculty meetings throughout the training year. Additionally, faculty meet at the end of each rotation to discuss in detail intern competency performance ratings and develop training recommendations for upcoming rotations. An end-of-year faculty meeting is convened to make final determinations regarding successful completion of internship along with recommendations for ongoing professional development post-internship.

###### 3. Training Director Meetings with Interns

Drawing upon the collective information provided via these evaluation mechanisms, the Training Director (TD) or faculty designee (e.g., Associate Training Director of the Neuropsychology Track or General Internship Experience Track) meets with each intern individually at the end of each rotation to provide integrative summative feedback and make relevant recommendations and suggestions. Both parties discuss how the internship experience is progressing, and the intern is provided with the opportunity to give her/his feedback regarding the training experience, including feedback about supervisors and the training experience as a whole.

#### 4. Evaluation Feedback to Sponsoring Institution

It is important that in the course of the internship training year the sponsoring institution is kept apprised of the intern's training experience. The TD communicates with the sponsoring institution twice a year regarding the intern's progress. This communication typically takes the form of written mid-year and end-of-year evaluation letters sent to the sponsoring institution's director of clinical training. The mid-year letter summarizes the intern's training experiences for roughly the first half of the internship year and provides an evaluative summary of progress to date. The end of the year letter provides information on training experiences during the last half of the internship year, a summary evaluation of intern performance throughout the internship year, and a statement indicating intern status with respect to successful completion of internship requirements.

## **Management of Performance Problems, Remediation, Grievance, and Due Process**

### I. Program Guidelines and Procedures

The internship program has in place guidelines and procedures for management of performance problems, remediation, grievance, and due process. This document, entitled “Emory University School of Medicine Internship in Health Service Psychology Management of Performance Problems, Remediation, Due Process and Grievance Guidelines and Procedures,” describes the responsibilities of the internship program and the rights and expectations of interns enrolled in the training program. It also provides a conceptualization of professional competence and competence problems, and describes due process and grievance guidelines and procedures. This document is posted online at Emory Box in the Emory Internship in Health Service Psychology subfolder entitled Internship Policies and Procedures. Interns are provided with a copy of this document and informed of the availability of the document online and how to access it in Emory Box during orientation on the first day of internship.

### II. Intern Acknowledgement of Program Guidelines and Procedures

Interns receive a copy of the document for management of performance problems, remediation, grievance, and due process no later than the first day of internship orientation. An electronic copy of this document is also available online in the internship folder of Emory Box and can be accessed there by interns at any time. At the start of the training year interns provide a signed attestation that they have read the document and agree to abide by its contents. Interns also sign a waiver for internship program faculty to disclose to relevant bodies (i.e., State Boards of Examiners of Psychology, the trainee’s graduate school faculty, and/or internship faculty and staff) information regarding any determinations of serious competence problems or ethical or legal violations by the intern during the internship training year.

## **Supervision Requirements**

### I. Internship Supervisors

#### A. Primary Supervisors

Primary supervisors are doctoral level licensed psychologists with background, training, and expertise in the clinical activities for which the intern is being supervised. They have primary responsibility for supervision of the intern throughout the training year.

#### B. Secondary Supervisors

Secondary supervisors are appropriately credentialed health care professionals with background, training, and expertise in the clinical activities for which the intern is being supervised. Typically non-psychologist secondary supervisors are faculty physicians in the Emory University School of Medicine with board certification in their medical specialties. Their supervisory activities with the intern both complement and are integrated with the supervisory experiences provided by primary supervisors.

### II. Supervision Hours

Interns receive no less than 4 hours a week of regularly scheduled clinical supervision throughout the internship training year. This includes a minimum of 2 hours of individual supervision with primary supervisors. Additional supervision experiences may include individual or group supervision.

## Policy on Telesupervision

### I. Telesupervision Hours

Of the minimum 4 weekly hours of required supervision, 2 hours (50%) must be provided via in-person supervision while up to 2 hours (50%) may be provided via telesupervision. Of the minimum 2 weekly hours of required individual supervision, 1 hour (50%) must be provided via in-person supervision while 1 hour (50%) may be provided via telesupervision. A minimum of 50% of all individual and group supervision must be provided in-person. For additional supervision hours provided beyond the minimum 4 weekly hours of required supervision, a minimum of 50% must be comprised of in-person supervision.

### II. Rationale for Use of Telesupervision

Telesupervision is available as a component of the internship training program to ensure that interns have access to optimal supervisory expertise and oversight for clinical training activities. Experience with receiving telesupervision also helps to prepare interns for a professional environment that is increasingly reliant on use of remote video-based technologies and platforms for professional communication and discourse, including professional learning activities.

### III. Consistency of Telesupervision with Overall Program Aims and Outcomes

By increasing the accessibility of access to supervision opportunities, including access to geographically distal supervisors with specialty expertise, the use of telesupervision is consistent with training program aims and outcomes that pertain to the provision of generalist clinical training. This includes opportunities for interns to gain experiences in a range of clinical activities that are facilitative of professional development across the health service psychology competency domains.

### IV. Program Self-Assessment of Trainee Outcomes and Satisfaction with Telesupervision

Self-assessment of trainee outcomes regarding use of telesupervision versus in-person supervision is accomplished via the formal intern evaluation process. Satisfaction with telesupervision versus in-person supervision is assessed as part of the written internship evaluation that interns complete as they exit the program at the conclusion of the training year.

### V. How and When Telesupervision is Utilized in Clinical Training

Telesupervision is conducted via a secure and HIPAA compliant videoconference system (e.g., Zoom, WebEx). Telesupervision is utilized when it enhances time efficiency and/or accessibility of supervision for interns (e.g., reduces travel burden for interns across training rotation sites, yields opportunities for interns to receive training from off-site or geographically distal supervisors with specialty expertise), and/or when in-person supervision is deemed impractical because of geographic restrictions.



#### VI. Determination of Intern Participation in Telesupervision

Interns in good standing and whose performance is deemed based on their performance reviews to be at or above expected levels of competence across health service psychology domains are eligible to participate in telesupervision. Interns who at any point during the training year are deemed based on their performance reviews to be functioning below the expected levels of competence in any health service psychology domain or have been placed on a remediation plan may, at the discretion of the TD, be excluded from training activities involving telesupervision when it is determined that close monitoring of their clinical work is best accomplished via in-person supervision.

#### VII. How the Program Ensures the Establishment of Supervisor-Supervisee Relationships

In the vast majority of cases telesupervision occurs in the context of already established in-person relationships between supervisors and interns. In cases where the supervisor-supervisee relationship is not already established, the TD or primary rotation supervisor facilitates introductions of interns and supervisors prior to the start of telesupervision. This involves ensuring that both parties are aware of the parameters of telesupervision, including policies and procedures.

#### VIII. Facilitating, Maintaining, and Monitoring the Supervisory Relationship for Ruptures

Given the remote nature of telesupervision, the supervisor devotes special attention to facilitating, maintaining, and monitoring the supervisory relationship for ruptures. The supervisor is intentional about setting a relational tone that is open, respectful, supportive, and collaborative. The supervisor also adopts a stance of cultural humility. The supervisor remains alert for relational cues that might indicate supervisory alliance ruptures and works quickly to acknowledge and repair these.

#### IX. Responsibility for Clinical Cases, Non-Scheduled Consultation, and Crisis Coverage

Off-site supervisors maintain responsibility for clinical cases under their supervision. All supervisors conducting telesupervision make explicit arrangements for non-scheduled consultation and/or crisis coverage as needed outside of designated supervision times. Additionally, a designated on-site faculty supervisor colleague serves as a point person for supervisors providing telesupervision in the event that direct supervisory intervention is needed on behalf of patients in the clinical service setting, such as instances where interns need direct on-site support for crisis management or emergency intervention.

#### X. Assuring Privacy and Confidentiality of Clients and Trainees

Privacy and confidentiality of clients and trainees in instances of telesupervision are managed by ensuring that only secure communication devices are utilized for supervisory communications. Interns and supervisors are required to communicate only from remote

locations where confidentiality can be ensured. All telesupervision videoconference platforms are HIPAA compliant.

#### XI. Technology and Quality Requirements

Phones, computer devices, and videoconference lines used for telesupervision are required to be in good working order (i.e., connection and audio and/or video quality are of good quality and reliable), HIPAA compliant, and designated for professional communications. Information technology staff are available to provide education on the use of these technologies as needed, though this is typically not required given that most interns and supervisors are already familiar with them through routine use.

#### XII. Supervisor Competency to Provide Telesupervision

Supervisors are required to complete a continuing education or equivalent training in the conduct of telesupervision to ensure they possess the requisite competencies to conduct telesupervision. Supervisors also are required to be familiar with internship program policies and procedures pertaining to telesupervision.

#### XIII. Circumstances Leading to Change from Telesupervision to In-Person Supervision

A change from use of telesupervision to in-person supervision may be considered under the following circumstances: (a) intern performance falls below expected levels of competence in one or more health service psychology competency domain or an intern is placed on a remediation plan; (b) telesupervision technologies become unreliable or insufficient such that the quality of supervisory process is compromised; (c) confidentiality of the client and trainee cannot be ensured; (d) the complexity of a clinical case warrants in-person supervision to ensure appropriate clinical oversight.

#### XIV. How Diversity, Equity, Inclusion, and Accessibility Issues are Considered and Addressed

The provision of telesupervision options increases intern access to off-site supervisors with specialty expertise in working with diverse populations. Additionally, the training program ensures that all trainees have equitable access to the requisite technology and equipment to participate in telesupervision. Supervisors adopt a stance of cultural humility in all telesupervision activities. This encompasses but is not limited to: (a) committing to learning about diverse identities and cultures; (b) demonstrating curiosity about the supervisee's ideas and perspectives; (c) inviting consideration of social and cultural identities in clinical formulation and approach; (d) remaining mindful of how intersectional identity differences may affect power differentials in the supervisory relationship; and (e) and showing transparency in acknowledging missteps in the supervisory relationship regarding cultural experiences and diverse ways of being.

## **Maintenance of Records**

### I. Records Maintained

The internship program maintains records pertaining to the intern training year. These records include the intern's online application for internship training, dates of internship, internship track and corresponding rotations, leave time during internship, written evaluation forms, correspondences with sponsoring institutions, and internship completion documentation. If applicable, records pertaining to management of performance problems, remediation, and/or grievance also are maintained.

### II. Record Maintenance Duration

Intern records are maintained permanently for purposes of verifying completion of internship in instances where this is required for credentialing, licensure, or board certification.

## Leave Requests

### I. Leave Benefits

Interns have 10 days of paid vacation leave and 5 days of professional leave. Up to 12 sick days may be taken for illness. Interns also have 11 holidays that are observed by Emory University, including New Year's Day, Martin Luther King, Jr. Holiday, Memorial Day, Juneteenth Holiday, Independence Day (July 4), Labor Day, Thanksgiving Holiday (Thursday and Friday), Christmas Eve, Christmas Day, and New Year's Eve.

### II. Leave Request Procedures

#### A. Planned Leave

Requests for planned vacation or professional leave must be cleared in advance with primary rotation supervisors. Interns also are required to provide advanced notification of planned leave to the Training Director (TD) or faculty designee (e.g., Associate Training Director of the Neuropsychology Track or General Internship Experience Track). The TD or faculty designee keeps a written record of planned leave days for all interns.

#### B. Sick Leave

Interns must inform their primary rotation supervisors of any unplanned sick leave no later than the start of the clinical work day so that scheduled patients can be informed and rescheduled if needed. Interns must also notify the TD or faculty designee of all sick leave. The TD or faculty designee keeps a written record of sick leave for all interns.

### III. Parental Leave

The internship program supports and accommodates parental leave requests. Parental leave can be arranged using a combination of vacation and sick days along with additional leave time agreed upon prior to the beginning of the parental leave period. To ensure that the 2,000 hour internship requirement is met, the internship end date will be extended by the number of parental leave days taken beyond the vacation and sick days offered by the internship program.

### IV. Unplanned Extended Leave

Illness or unavoidable life circumstances may result in the need for unplanned extended leave beyond the allocated leave benefit days. When this occurs, the program seeks to support completion of internship by extending the internship end date to ensure that the 2,000 hour requirement for internship completion is met.

## **Direct Observation of Interns**

### I. Background

The American Psychological Association Office of Program Consultation and Accreditation Standards of Accreditation in Health Service Psychology stipulate that each intern evaluation be partially based on direct observation of the intern's work. Direct observation includes in-person observation such as in-room or observation via a one-way mirror, live streaming audio-visual observation, or audio-video recording.

### II. Policy and Procedures

Direct observation by supervisors should take the form of in-person observation of the intern's professional activities where this is feasible. Thus, in-person observation should be the modal vehicle for direct observation in the majority of clinical settings. In certain instances, however, in-person observation may not be practical or clinically indicated. Examples include situations where the physical environment lacks the needed infrastructure for in-person observation (e.g., absence of one-way mirrors) or specific clinical activities, such as psychotherapy, where in-person observation would be inappropriate or compromise the continuity and quality of clinical service provision.

In such instance, direct observation of the intern's work should take the form of audio-video recording using the secure iPad and microphone systems issued by the Emory University Department of Psychiatry and Behavioral Sciences Information Technology Office. Written voluntary consent should be obtained from service recipients (i.e., patients or clients). This consent should explain that the audio-video recording is to be used for training purposes only, that the only individuals who will view it are clinical supervisor(s), and in instances of group supervision, the trainees who attend the group supervision. The consent also should specify that the audio-video recording will be deleted immediately after it is reviewed by the clinical supervisor.

Use of audio-video recording must not proceed in the absence of written voluntary consent, nor should service recipients be coerced to provide such consent under any circumstances. Furthermore, the provision of a clinical service should not be made contingent on consent for audio-video recording by the service recipient nor should there be any adverse consequences for not providing such consent. Should a service recipient elect not to give consent, the intern should proceed with service provision in accordance with the norms and routines of the setting in which the service is being provided.

## **Electronic Communication and Social Media Policy**

### I. Background

Given the inherent interconnectedness of cyberspace, it is important that interns are thoughtful about their online communications and behavior, including anticipating potential consequences for their professional identities and roles. The privacy of online communications cannot be guaranteed, and, therefore, psychology interns who use social media (e.g., Facebook, Instagram) and electronic communication platforms in general should use discretion and be mindful of how their communications may be perceived by clients, peers, colleagues, faculty, potential employers, and the general public. It should be assumed that, whether intended or not, anything that is stated, posted, linked to, commented on or uploaded may be seen, read, and open for comment.

### II. Policy and Procedures

#### A. Responsible Use of Electronic Communications and Social Media

Care should be taken to protect confidential patient information in all electronic communications. Personal text messaging systems or personal e-mail should not be used to communicate about patients and their protected health information.

Interns should familiarize themselves with the security settings of social media platforms and be knowledgeable about information that may be made public. Security settings should be set to maximize privacy. Interns should be thoughtful about their social media use, consider limiting the amount of personal information posted on social media sites, and make every effort to avoid posting material or using language that may compromise professionalism or be deemed inappropriate for a psychologist in training. Interns should strive to present information accurately and communicate over social media platforms in a respectful and courteous fashion.

Confidential or proprietary information should not be posted by interns on social media platforms. Interns should not include clients/patients in their social media networks nor should social media be used for clinical purposes. Specifically, confidential clinical or client information should not be included on interns' social media networks, protected health information should not be posted, and postings should not include any information that might lead to the identification of a client or compromise client confidentiality in any way.

#### B. Responsible Representations as Interns in the Psychology Training Program

When interns identify themselves in electronic communications or social media activities as interns in the Emory University School of Medicine Internship in Health Service Psychology, the training program has an interest in how they are portraying themselves on these platforms. Interns may not use social media *on behalf of* the psychology internship program or Emory University without prior written approval, and must follow all relevant institutional policies in this regard.

### C. Electronic communication, social media use, and intern performance evaluation

In instances where trainees identify themselves as interns in the psychology training program in electronic communications or social media posts, this material may be considered in intern performance evaluations. In the event that the internship training program becomes aware of potentially compromising or inappropriate use of social media by an intern, including unethical or illegal conduct, the internship program may pursue action based on this information to make a determination about potential consequences. These may include intern remediation, probation, and/or termination. If taken, such action would be conducted in accordance with the internship program policy on management of performance problems, remediation, grievance, and due process. Examples of inappropriate social media use include but are not limited to: personal disclosures that reflect upon the institution; discussion of confidential information about patients; engagement in unethical or illegal conduct. As a preventive measure, the internship training program advises that interns approach electronic communication and social media thoughtfully and with care.

Note: This policy is based in part on the policies developed by the University of Albany, Michael Roberts at the University of Kansas, and Elizabeth Klonoff at San Diego University.

## **Documentation of Nondiscrimination Policies and Operating Conditions**

### I. Overview

The psychology internship program adheres to all Emory University and Emory University School of Medicine policies. This includes nondiscrimination policies and policies pertaining to operating conditions.

### II. Emory University Equal Opportunity/Affirmative Action Statement

Emory University is dedicated to providing equal opportunities and equal access to all individuals regardless of race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, and veteran's status. Emory University does not discriminate in admissions, educational programs, or employment on the basis of any factor stated above or prohibited under applicable law. Students, faculty, and staff are assured of participation in university programs and in the use of facilities without such discrimination. Emory University complies with Executive Order 11246, as amended, Section 503 of the Rehabilitation Act of 1973, the Vietnam Era Veteran's Readjustment Assistance Act, and applicable executive orders, federal and state regulations regarding nondiscrimination, equal opportunity, and affirmative action. Emory University is committed to achieving a diverse workforce through application of its affirmative action, equal opportunity, and nondiscrimination policy in all aspects of employment including recruitment, hiring, promotions, transfers, discipline, terminations, wage and salary administration, benefits, and training. Inquiries regarding this policy should be directed to the Emory University Department of Equity and Inclusion, 201 Dowman Drive, Administration Building, Atlanta, GA 30322. Telephone: 404-727-9867 (V) | 404-712-2049 (TDD).

Emory University is committed to providing reasonable accommodations to qualified individuals with disabilities upon request. To request this document in an alternate format or to request a reasonable accommodation, please contact the Department of Accessibility Services at 404-727-9877 (V) | 404-712-2049 (TDD). Please note that one week's advance notice is preferred.

### III. Emory University Equal Opportunity and Discriminatory Harassment Policy

The psychology internship program adheres to the [Emory University Equal Opportunity and Discriminatory Harassment Policy](#). This policy is housed online in the "Shared Internship Documents and Resources" folder in the Emory Internship in Health Service Psychology OneDrive file sharing system under the subfolder entitled "Internship Policies and Procedures." Interns are informed of the availability of this document and how to access it in Emory OneDrive during orientation on the first day of internship.



#### IV. Emory University School of Medicine Policy on Diversity

The psychology internship program adheres to the [Emory University School of Medicine Policy on Diversity](#). This policy is housed online in the “Shared Internship Documents and Resources” folder in the Emory Internship in Health Service Psychology OneDrive file sharing system under the subfolder entitled “Internship Policies and Procedures.” Interns are informed of the availability of this document and how to access it in Emory OneDrive during orientation on the first day of internship.

#### V. Diversity and Inclusiveness Guidance – Emory University Department of Psychiatry and Behavioral Sciences, Division of Psychology

The psychology internship program adheres to the [Emory University School of Medicine Psychology Training Program Diversity, Equity and Inclusion Engagement Guidance](#). This guidance is housed online on the Emory University Department of Psychiatry and Behavioral Sciences website.

#### VI. Emory University Health and Safety Policies

The psychology internship program adheres to the Emory University health and safety policies, including [Tobacco Free Environment](#) and [Workplace Health and Safety](#) policies. These policies are housed online in the “Shared Internship Documents and Resources” folder in the Emory Internship in Health Service Psychology OneDrive file sharing system under the subfolder entitled “Internship Policies and Procedures.” Interns are informed of the availability of this document and how to access it in Emory OneDrive during orientation on the first day of internship.

#### VII. Emory University Standards of Conduct Policy

The psychology internship program adheres to the Emory University [Standards of Conduct](#) policy. This policy is housed online in the “Shared Internship Documents and Resources” folder in the Emory Internship in Health Service Psychology OneDrive file sharing system under the subfolder entitled “Internship Policies and Procedures.” Interns are informed of the availability of this document and how to access it in Emory OneDrive during orientation on the first day of internship.

#### VIII. Emory University Statement of Confidentiality Policy

The psychology internship program adheres to the Emory University [Statement of Confidentiality](#) policy. This policy is housed online in the “Shared Internship Documents and Resources” folder in the Emory Internship in Health Service Psychology OneDrive file sharing system under the subfolder entitled “Internship Policies and Procedures.” Interns are informed of the availability of this document and how to access it in Emory OneDrive during orientation on the first day of internship.