



The UNIVERSITY of OKLAHOMA

**A BROCHURE FOR PROSPECTIVE APPLICANTS FOR THE
UNIVERSITY OF OKLAHOMA DEPARTMENT OF
ATHLETICS,
PSYCHOLOGICAL RESOURCES FOR
OU STUDENT-ATHLETES
DOCTORAL INTERNSHIP
IN HEALTH SERVICE PSYCHOLOGY**

2025-2026 Internship Year

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SECTION I - Program Description

The overarching aim of the training program within the University of Oklahoma Department of Athletics, Psychological Resources for OU Student-Athletes (OU PROS) is to train competent and ethical health service psychology professionals with emphasis on evolving in their awareness of intersectional multiculturalism, being well-rounded in their clinical skills, and growing in their sense of self as emerging practitioners. A secondary target of OU PROS is to assist interns in developing the necessary clinical skills to provide psychological testing and counseling to emerging adults who also participate in collegiate sport. Graduates of OU PROS training program are qualified to work within collegiate athletic departments, university counseling centers, and/or private practice settings serving both the general and athlete populations.

Psychological Resources for OU Student-Athletes (PROS) is a mental health counseling center embedded in the University of Oklahoma (OU) Athletics Department. OU is a busy and dynamic National Collegiate Athletic Association (NCAA) Division I institution with an array of opportunities for working with student-athletes. As integral members of the OU student-athletes support team, interns become acquainted with the day-to-day functioning of OU Athletics and provide mental health, performance excellence, and psychological testing services to OU student-athletes. This setting also allows ample opportunity for interns to work in conjunction with academic advisors, athletic medicine staff, and athletics administrators to facilitate and support the overall wellness and holistic success of OU student-athletes.

OU PROS is a full-time training program with a minimum of 40-hours per week that begins on July 15th each summer and ends on July 14th the following year. Interns will function under the formal title of “doctoral interns” and are eligible for OU health insurance and benefits, except for retirement (which is an OU HR policy exception pertaining to psychological interns). It is expected that doctoral interns will accrue 2,000 hours of supervised professional experience within this 12-month time frame to fulfill the American Psychological Association’s Commission on Accreditation and Oklahoma state requirements for licensure as a health service psychologist.

For financial assistance, each intern will be paid \$25,500 for the internship year, as well as \$1,000 in professional development funds to be used towards conference attendance, pending budget availability in the OU Athletics Department. As full-time employees of the University of Oklahoma, interns can also accrue 27 days of “paid time off” (i.e., 18 hours per month) that can be used for sick time and vacation leave, as well as 14 paid university holidays during the training year. Five days (40 total hours) of additional professional leave can be used for attending state, regional, or national psychology conventions, to obtain additional professional training, attend their dissertation defense, and/or interview for job or postdoctoral fellow positions.

SECTION II - Training Site

Since 2004, OU Athletics has been an innovator and leader in student-athlete wellness through the development and growth of Psychological Resources for OU Student-Athletes (PROS). Each PROS staff member is focused on delivering the very best mental health, sport psychology, and assessment services to OU student-athletes to support their efforts to achieve academic, athletic, and personal success. Services offered by PROS include individual counseling, sport psychology consulting, outreach to OU teams, leadership development opportunities, medication management, and specialized care referrals. A unique service offered by PROS is year-round access to in-house psychological assessments by PROS staff to assist student-athletes with

evaluations for learning disorders or ADHD diagnoses. PROS staff works closely with different OU Athletics Department staff (e.g., academic advisors, sport medicine personnel, compliance officers, athletics administrators) to form collaborative relationships to facilitate the holistic wellness of OU student-athletes.

PROS Staff - The PROS staff consists of a diverse range of mental health professionals, including licensed psychologists and Licensed Professional Counselors. The PROS staff is varied in their theoretical orientations and work from integrative, feminist, CBT, DBT, post-modern, systems, narrative, and ACT perspectives. The PROS staff are dedicated to facilitating and modeling a growth mindset to the next generation of applied sport psychology professionals. PROS staff members are active within professional organizations in the broad field of psychology as well as specifically within the sub-discipline of sport psychology, serving in leadership positions and presenting frequently at regional, national, and international conferences.

Typical PROS Clientele - Approximately 40% of the total OU student-athlete population is seen at PROS each year for assessment, diagnosis, and interventions for mental health concerns, psychological testing, and sport psychology services. Student-athletes present a variety of symptoms, syndromes, and disorders including affective disorders, anxiety disorders, eating disorders, and relationship problems. A few students present with more severe pathology such as schizophrenic disorders, psychotic symptoms, or personality disorders. Most clients, however, present with adjustment reactions, mood and anxiety disorders, and developmental problems typical of an emerging adult population on a college campus.

PROS Office Location - The PROS office is located in the Gaylord Family-Oklahoma Memorial Football Stadium located in Norman, OK. This location allows student-athletes to easily access PROS staff for meetings, appointment scheduling, or drop-in counseling. The PROS office is also conveniently located next to academic advisors, athletic administrators, and OU coaching staffs to facilitate collaboration regarding the care of OU student-athletes. Additionally, PROS staff rotate through the OU athletic training room once per week as another venue in which student-athletes can access services and sports medicine staff can reach PROS staff for interdisciplinary consultation regarding collaboration of care and to facilitate warm hand offs when needed.

The PROS office suite is open from 8am to 5pm Monday through Friday, except for University holidays (<https://hr.ou.edu/Employees/Holidays-Time-Off-Leave>). PROS staff members are also available to meet outside of these hours when needed to accommodate student-athlete schedules (e.g., meeting with a student-athlete at 9am on a Saturday before they leave for a travel trip). All client meetings outside of normal operating hours need prior approval from the intern's supervisor before the meeting can take place.

About the University of Oklahoma Athletics Department - The mission of the University of Oklahoma Athletics Department is to inspire champions today and prepare leaders for tomorrow by providing an excellent environment to enable student-athletes to achieve their highest academic, athletic and personal aspirations. The core values of the OU Athletics Department are Masterful, Accountable, Gracious, Inclusive, and Competitive (e.g., Sooner MAGIC). OU is an NCAA Division I athletics program and member of the Southeastern Conference (SEC) with 21 varsity teams and approximately 600 student-athletes.

THE IDEAL CANDIDATE

The goal of the OU PROS is to train generalists who will function competently as licensed health service psychologists and sport psychology professionals in their chosen setting. Ideal candidates have exceptional clinical and counseling skills and experience, are familiar with psychological testing procedures, have experience, training, and/or a strong interest in sport psychology, are growth-minded and open to feedback, and possess ethical and professional foundations that are central to their growing professional identity. OU PROS also highly values intersectional multiculturalism (see below section) and strongly encourages applicants who represent diverse, intersecting, and/or historically marginalized identities to apply to our internship program.

ACCREDITATION

OU PROS is a *provisional* member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) with a Member Code of 2605.

OU PROS is currently *unaccredited* by the American Psychological Association's Commission on Accreditation (CoA). **We have been authorized a site visit by the CoA that is tentatively scheduled to take place in Spring 2025.** However, we cannot guarantee that we will become accredited during this timeframe.

Questions related to the accreditation status of OU PROS should be directed to the CoA:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street NE
Washington, DC 20002
Phone: (202) 336-5979
Email: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

SECTION III - Overview of the OU PROS Training Philosophy

The doctoral internship is a hallmark of the doctoral-level training that future health service psychologists receive in graduate school and represents the opportunity to integrate previous academic learning into regular and dynamic applied experiences. OU PROS employs a practitioner-scholar, developmental model to the training year and aims to support the personal and professional development of interns by focusing on the applied practice of health service psychology that is firmly grounded in current science and research, with an added focus on sport psychology services. This process encourages interns to gain self-awareness; develop confidence in their ability to make sound, ethical, clinical, and personal judgments; grow more comfortable within intersectional multiculturalism knowledge and awareness; and experience a sense of responsibility to oneself, the profession, and society. These practices are facilitated through the direct service opportunities of counseling, psychological testing, consultation, and outreach.

As a training staff, OU PROS facilitates the advancement of an intern's evolving professional identity through mentorship, supervision, consultation, behavior modeling, and professional interactions. OU PROS acknowledges the crucial importance of the developmental nature of this process. As such, interns are provided developmentally appropriate scaffolding over the course of the training year to meet their roles and responsibilities. The demands of our interns evolve with their increasing clinical acumen and functional autonomy to that of a practitioner ready for independent entry-level practice at the end of the training year.

TRAINING AIMS

OU PROS is defined by a commitment to the following training aims:

- To train competent and ethical health service psychology professionals who are well-rounded in their clinical skills, evolve in their awareness of intersectional multiculturalism, and grow in their sense of self as emerging professionals.
- To assist interns in developing the necessary skills that are useful in providing counseling and psychological testing services to an emerging adult population on a college campus.

TRAINING COMPETENCIES

Supervisors, in consultation with the Director of Training and other members of the OU PROS training staff, evaluate interns to determine that minimal levels of achievement are being met within the below profession-wide competency areas:

- Research
- Legal & Ethical Standards
- Intersectional Multiculturalism
- Professional Values, Attitudes, & Behaviors
- Communication & Interpersonal Skills
- Psychological Testing
- Intervention Skills
- Supervision (as a supervisee *and* as a supervisor)
- Consultation and Interprofessional/Interdisciplinary Skills & Outreach

OU PROS also has two program-specific competencies:

- Crisis Intervention Skills
- Management & Administrative Tasks

SUCCESSFUL COMPLETION OF INTERNSHIP

To graduate from OU PROS, doctoral interns must fulfill the following requirements and demonstrate competence in each of the areas listed below within the 12-month training year:

- Accrual of 2,000 total hours.
- Aim for a minimum of 500 direct services hours (e.g., intake/initial assessment, individual counseling, psychological assessment).
- Aim to complete a minimum of 10 psychological assessment batteries and reports.
- Achieve “5’s” on final end-of-year evaluations from supervisors across all competency elements.
- Attend all didactic seminars and supervision sessions on a consistent basis.

THE VALUE OF INTERSECTIONAL MULTICULTURALISM

The OU PROS training program exists within the overlapping multicultural systems of PROS, OU Athletics, the broader OU community, and the state of Oklahoma. Each of these communities is enriched and strengthened by individual members and their respective lived experiences. OU PROS shares the CoA’s commitment to respecting individual and cultural differences and diversity that may be reflected in, but not limited to, identities encompassing age, disability, ethnicity, gender, gender identity, gender expression, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. We acknowledge that we operate within systems of White Supremacy Culture and racism, and we bravely engage in conversations and feedback around dismantling these systems within our training program. We commit to grappling with how we have contributed to furthering the marginalization of disempowered identities and work from a perspective of anti-racism to fight against inherently racist policies and systems that are both internal and external to our training program.

We lean into the frameworks of White Supremacy Culture (Okun, 2021) and Multicultural Orientation (Hook et al., 2017) to guide us in this work but recognize that no individual is completely free from all forms of bias and prejudice. We further acknowledge that PROS staff and interns share a range of attitudes, beliefs, and behaviors within these broader frameworks of intersectional multiculturalism. Members of the OU PROS training community are committed to educating each other on the existence and impacts of various forms of prejudice and discrimination. We know that the influence of White Supremacy Culture, as well as enduring social, political, and systemic factors may be deeply relevant to our clients, and therefore are pertinent conversations in training and supervision contexts.

At the same time, it is also important to note that these same influences often exist for the training staff and interns as well. All members of OU PROS are committed to a training process that facilitates the development of professionally relevant knowledge and skills focused on working effectively with individuals inclusive of demographics, beliefs, attitudes, and values. Particular attention is given to developing the ability for interns to navigate cultural differences with clients and staff to promote respectful and curious conversational spaces where this growth can occur.

Opportunities for OU PROS Regarding Intersectional Multiculturalism

- Agree to work together to create a training environment that is characterized by respect, safety, and trust.
- Commit to the social values of respect for diversity, inclusion, and equity.
- Commit to critical thinking and the process of self-examination so that prejudices or biases (and the assumptions on which they are based) may be evaluated.

- Acquire and utilize professionally relevant knowledge and skills regardless of personal beliefs, attitudes, and values.
- Cultivate a consistently welcoming stance to intern feedback on their individual and collective experiences within the training program as it relates to intersectional multiculturalism.

Opportunities for Supervisors Regarding Intersectional Multiculturalism

- Honor that the ever-present power dynamic in the evaluative role between supervisors and interns will likely impact comfort and engagement with this topic, in particular at the beginning of the internship year when relationships are still developing.
- Examine and engage in exploration of intersecting identities as they relate to nuances of power and privilege within the supervisory relationship while acknowledging that the power within a supervisory dyad inherently rests with the supervisor.
- Engage interns in a manner that is inclusive and respectful of their multiple intersecting identities.
- Examine one's own biases and prejudices during interactions with interns so as to model and facilitate this process (e.g., discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories when relevant).
- Remain open to appropriate challenges from interns regarding held biases and prejudices as the OU PROS training staff assumes that no one is free from biases and prejudices.
- Commit to lifelong learning relative to competence within intersectional multiculturalism.

Opportunities for Interns Regarding Intersectional Multiculturalism

- Engage supervisors in a manner inclusive and respectful of their multiple intersecting identities.
- Engage in self-reflection and introspection of attitudes, beliefs, opinions, feelings, and personal history.
- Remain open to appropriate challenges from supervisors regarding held biases and prejudices as the OU PROS training staff assumes that no one is free from biases and prejudices.
- Examine and explore any of the above factors to eliminate potential negative impact on ability to perform the functions of a psychologist-to-be and providing effective services to individuals from cultures and with beliefs different from their own.
- Commit to lifelong learning relative to competent within intersectional multiculturalism.

OU PROS adheres to OU's non-discrimination policy, which is followed in all hiring practices, including the Match process: "The University does not discriminate or permit discrimination by any member of its community against any individual based on the individual's race, color, religion, political beliefs, national origin, age (40 or older), sex (see Sexual Misconduct, Discrimination and Harassment [policy](#), sexual orientation, genetic information, gender identity, gender expression, disability, or veteran status in matters of admissions, employment, financial aid, housing, services in educational programs or activities, or health care services that the University operates or provides."

A Note on Self-Disclosure - Our training program functions in a manner consistent with the APA's Ethical Principles of Psychologists and Code of Conduct. Opportunities for personal exploration and self-reflection occur throughout the internship year. When appropriate, interns are encouraged to explore historical, systemic, and personal influences that may affect their professional practice. Supervisors approach this disclosure as a mechanism for furthering the development of the intern and

will never “do therapy” with an intern during these conversations. OU PROS employs a consultative model of supervision, and supervisors may consult with one another about interns when relevant to the intern’s training goals or work with clients.

SECTION IV - Components of the Training Experience

Each aspect of OU PROS has been sequenced to maximize the professional development and growth of the interns over the course of the training year. This section provides more detail on the foundational training experiences for all interns, specific clinical experiences, more information on the supervision and didactic experiences, and possible additional administrative activities.

FOUNDATIONAL TRAINING COMPONENTS

OU PROS balances the need for individual considerations for each intern’s training goals with creating a foundation based on common training experiences and expectations. Below are some examples of these foundational training components:

Orientation - Interns spend the first approximate month of their internship year becoming acquainted with the operation of PROS and facilitating their transition to the University of Oklahoma, Norman, and the state of Oklahoma. During this time, interns meet with PROS supervisors and staff and familiarize themselves with relevant policies and procedures of PROS. The intern’s training plan for the first half of internship is developed with the Director of Training to meet the training goals and needs of that specific intern. The second half of the training year training plan is developed following the completion of all midyear evaluations.

Intern Retreats - The interns attend three (3) day-long retreats with OU PROS training staff during their internship year: during the orientation period, at the midyear point, and at the end of the training year. The purpose of the orientation retreat is to facilitate team building and goalsetting, develop cohesion within the training cohort, and establish goals for the year. The midyear retreat serves to assess and improve the training program, ensure that training needs are being met, and discuss any changes that may need to occur for the remaining six months of internship. The major goal for the end-of-the-year retreat is to reflect on the previous training year, review the growth experienced by each intern (and supervisors) during the year, and prepare interns for the transition into the next phase of their professional careers.

Training Resources - At PROS, each intern has their own individual office to use throughout the internship year. Each office is complete with a desk, furniture, and computer to access email, internet, and a login to Titanium (the electronic medical record of PROS). Intern offices also include video cameras connected to computers to record sessions for the purposes of enhancing supervision through direct observation of the intern’s clinical work and enriching overall client care. Interns may decorate their PROS office(s) to their personal taste and style at their own cost. The PROS office also has a range of psychological assessments, books, articles, and other resources pertaining to psychological theories, interventions, and training that the interns are encouraged to use throughout the year.

CLINICAL EXPERIENCES

Below are the clinical experiences that interns will gain within OU PROS. See Section V “Training Plan” for breakdown of the distribution of clinical activities.

Intakes - Intake appointments provide interns the opportunity to perform initial assessments to determine a client's presenting problem(s), as well as intervene in crisis or emergency situations as needed. Interns spend this intake session identifying client concerns, exploring client strengths, assessing level of functioning, and determining the appropriate services based on diagnostic considerations.

Individual Counseling - Interns provide individual counseling services to OU student-athletes, which may include both short- and long-term counseling relationships. Each intern's clinical caseload is diverse in the clinical presentations (e.g., diagnoses, primary reason for seeking therapy) and the intersectional identities of clients themselves. Interns are supported in their individual counseling work through weekly individual and group supervision meetings with licensed mental health professionals, didactic seminars, and case consultation with staff and peers.

Psychological Testing - Interns are required to complete 10 psychological assessment batteries and use these evaluations to provide feedback to clients which includes test results, diagnoses, and recommendations. They will also use the results to assist in the coordination of accommodations and services for clients. Assessments are completed through a hybrid of paper forms (e.g., SMALSI) and electronic formats (e.g., iPads, Qglobal) when possible (e.g., WAIS, MMPI). When electronic formats are available, the scoring and interpretation are completed through the respective systems and many of the paper tests can be scored electronically as well. Only a few assessments used by PROS are hand-scored. Reports are created using the Peregrine report writing program before feedback sessions are scheduled with clients and/or important others (when relevant).

Provision of Supervision - Each OU PROS intern will have the opportunity to provide supervision to a master's or doctoral practicum student during the second half of the internship year, pending the availability of practicum students. Supervision duties during the spring semester period as a supervisor include regular supervision meetings with their supervisee, video tape review, case note review, and completion of mid-semester and end-of-semester evaluations for their supervisee. The supervisee also completes mid-semester and end-of-semester evaluations for their OU PROS intern as a supervisor. Supervision-of-supervision occurs in either the intern's individual supervision meetings or in the Intern Operations meeting with the OU PROS Director of Training.

If direct provision of supervision is not available during the intern's training year (i.e., there are no practicum students to supervise), enhanced didactic experiences will be utilized (e.g., Supervision Retreat; the multi-part Best Practices of Supervision Provision didactic seminar) to increase the intern's competency in this area.

Consultation - There are numerous opportunities for OU PROS interns to consult with various members of PROS and the OU athletics department. While at OU, interns will often collaborate with other multidisciplinary team members, including academic advisors, athletic trainers, coaches, sports administrators, and team physicians. Specifically, interns rotate through an office located in the main OU athletic training room one morning per week to ensure consistent contact with the athletic medicine staff.

Interns will learn how to build and maintain healthy working relationships while maintaining confidentiality with clients. Collegiality and collaboration are expected and will be an integral part of the professional development of interns. A considerable amount of time in supervision will be spent discussing how to balance the ethical obligations of confidentiality with effective collegiality.

Crisis Intervention - During the training year, interns will likely conduct numerous crisis and risk assessments. Skills pertaining to the assessment of suicidality, homicidality, assaultive ideation, and other self-harming behaviors are regularly discussed in individual and group supervision, as well as didactic seminars. Although interns are expected to grow in their ability to conduct a thorough risk assessment when needed, licensed staff are always available for back-up during these assessments, provide support for safety planning, and/or initiate a psychiatric hospitalization if needed.

Outreach Programming - PROS staff provides programming and outreach services to OU's athletic teams throughout the training year. The frequency and content of these programs is based on team and coach preference and need. Interns will identify needs, initiate, design, and present psychoeducational outreach programs (e.g., stress management, communication enhancement, etc.) to student-athletes and/or coaches throughout the year. Interns are also expected to participate in existing outreach programs (e.g., Athletics Diversity Council sessions, New Student-Athlete Orientation) and may also assist PROS staff with programming and presentations offered at the local and national level (i.e., conferences, workshops, webinars).

SUPERVISION

A cornerstone of OU PROS is high-quality, intentional supervision aimed at assisting interns with increasing their clinical assessment and intervention skills, broadening their self-awareness (particularly as it relates to intersectional multiculturalism), and expanding their own sense of self as a developing professional. Supervisors are all licensed psychologists in the state of Oklahoma, are responsible for signing off on all intern chart notes, and are clinically responsible for all intern cases.

Supervision in OU PROS is conducted within a developmental framework. Supervisors balance challenge and support so an intern can identify the areas of their clinical practice that may benefit from additional attention and expansion, while simultaneously continuing to strengthen the parts of their work in which they feel skilled (i.e., specific interventions, theoretical style). Additionally, it is anticipated that as the intern develops throughout the year, the supervision provided will evolve to reflect this growth. For example, as an intern moves closer to the end of the training year there will likely be more discussions related to professional identity development overall and an increased focus on preparing the intern for job interviews, job selection, and transition into a professional role.

Individual Supervision - The primary functions of the supervisory relationship include monitoring client welfare, enhancing intern skills, promoting personal and professional growth, and evaluating the intern's skills and professional development on a continuous basis. Interns receive two hours of individual supervision per week during the internship year from their PROS supervisor. Interns are given the opportunity to select their initial supervisors for the first six months and, to facilitate a diverse array of supervision experiences, interns will then select a new supervisor at the midyear point for the second half of the internship year. In creating initial supervision pairs, interns are empowered to select their supervisors in a way that meets their theoretical preferences, training needs, and personal interests and characteristics. Additionally, the supervisory style and preferences of the supervisors are considered by the OU PROS Director of Training.

Telesupervision with Psychological Testing Supervisor - Interns will meet with the Psychological Testing Supervisor over telehealth for between 30-60 minutes per week during the first quarter of the internship year. Meeting length will be determined based on an intern's competency development in assessment. For the second quarter, interns will meet with the Psychological Testing

Supervisor every other week, and then these meetings will move to an as needed/requested basis for the second half of the internship year as interns develop proficiency and mastery of this profession wide competency. Telesupervision will include review of assessment batteries with PROS clients, report writing skills, and treatment recommendations.

Group Supervision - Interns receive two hours of group supervision per week to facilitate clinical discussions and provide a diversity of opinions and approaches to clinical practice. Interns learn to increase their ability to conceptualize cases, receive feedback and support from others, and develop peer consultation skills regarding clinical and ethical matters. Group supervision meetings include all PROS supervisors and trainees (including practicum students) so that interns can hear from more than one supervisor and all PROS staff members can receive additional ideas and feedback from interns. Each intern is also responsible for presenting a video of a recent client session to group supervision at least once per semester.

Assessment Seminar Meetings - During the first half of the internship year interns will meet one hour per week with the PROS Testing Services Coordinator. This meeting is meant to provide logistical support to interns as they learn the PROS assessment procedures and how to collaborate with learning specialists and academic advisors. Additionally, time will be spent reviewing the relevant literature related to psychological assessment and diverse populations (e.g., the application of the MMPI to Pacific Islander populations) as needed to support clients with those identities who are going through the testing process. During the second half of the internship year, interns are given the option to continue with these group support meetings, transition to an individual meeting format, or move meetings to an “as needed” basis depending on their training needs.

Outreach & Consultation Seminar Meetings - During the second half of the internship year interns will meet every other week for one hour with a PROS staff member to highlight the necessary competencies related to outreach and consultation. This meeting is meant to provide logistical support to interns as they learn and develop their outreach and consultation skills and interns will be invited to participate in department-wide outreach efforts as a way of applying what they learn in this seminar. Interns will also be asked to bring to seminar meetings relevant questions and opportunities for growth in their ongoing interdisciplinary consultation efforts to support client care. Notably, interns will be tasked with developing and coordinating a specific outreach event at the conclusion of the spring semester to demonstrate their abilities in this area (e.g., Finals Week destressing event).

Intern Operations Meeting - For one hour each week, both interns meet as a cohort with the Director of Training. This meeting provides regular, ongoing contact with the TD to assess how the training year is going, offer and receive feedback, and discuss any necessary changes to facilitate intern growth. This meeting also serves as a secondary group supervision meeting where interns can discuss cases, share their struggles and successes, and fine tune their clinical decision-making skills.

Training Staff Meetings (TSM) - To support the work of the supervisors, the supervisory staff within PROS meets one time per month for approximately 90 minutes to discuss and review the progress of OU PROS interns. These meetings allow supervisors to share ideas and approaches to supervision, support one another throughout the process of supervision, and seek peer consultation regarding an intern’s progression in the training year when needed. These meetings also serve to review upcoming didactic seminars and ensure organization within the training calendar.

As appropriate, supervisors will strive to respect various types of information their supervisee may have shared with them in individual supervision meetings (e.g., personal matters). This information will only be shared with the rest of the training staff as needed and will be done in a judicious manner. It is important to highlight that supervision is not bound by the same confidentiality requirements of therapy and if a supervisor feels that such information is pertinent to the intern's progress within the training program, the supervisor will review this need with the intern and address the limits of disclosure before discussing with the training staff.

DIDACTIC SEMINARS

The goal of didactic seminars is to provide an opportunity for interns to develop knowledge and skills across various topics relevant to health service psychology and sport psychology practices. These presentations from PROS staff and other relevant professionals will include teaching, experiential, and discussion components to emphasize the science-to-practice nature of health service psychology.

Some didactics may be held in multiple sessions to further increase the depth of knowledge shared. Other didactics may be added based on intern need and interests, as well as to reflect the area of expertise of presenters (e.g., a PROS staff member who recently returned from a weekend ACT training). Further, OU PROS regularly utilizes Zoom technologies to host expert didactic seminar leaders throughout the year (e.g., a sport psychiatrist in another state may be invited to lead the seminar on Psychiatric Care of Student-Athletes). For Zoom didactics it is expected that interns are in an office or at home for the duration of the didactic (e.g., not in their car, not walking to a practice, etc.).

A sample of didactic seminar topics is listed below (please note that this is not an exhaustive list):

- How to get the most out of supervision
- Ethics in athletic departments
- Whiteness in psychology training programs
- Working with trauma and sexual assault
- Religious inclusivity
- Autism Spectrum Disorder: An overview
- LGBTQ+ Aspiring Ally Training
- RO-DBT and DBT
- Organizational applications of ACT
- Ability status & Paralympians
- Working with Black-identified clients
- Relational-Cultural Therapy (RCT)
- Applying critical thought to research
- Licensure & EPPP prep

SECTION V - Training Plan and Evaluation Procedures

The below section details training expectations and evaluation procedures used during the intern's training year. OU PROS and the CoA share an expectation that interns accrue 2,000 hours by the completion of the 12-month internship year. The total number of hours signed off by the Director of Training at the end of the doctoral internship year comes directly from each intern's Supervised Professional Experience (SPE) log, which is reviewed for accuracy at the end of each month by the Director of Training.

TRAINING PLAN

CLINICAL ACTIVITY DURING A TYPICAL WEEK*	HOURS
<i>Direct service activities</i>	
Counseling (e.g., intakes, individual sessions)	13
Psychological testing	4-6
Outreach programming	1
Sport psychology interventions (e.g., practice and/or game attendance, meeting with coaches to plan workshop topics for season) <i>**some of these activities could be counted as "indirect services" depending on the specific activity</i>	6
<i>Supervision activities</i>	
Individual supervision with supervisor	2
Group supervision	2
Intern Operations Meeting with Director of Training	1
Telesupervision with Psychological Testing Supervisor	.5-1^
Provision of supervision (<i>during the six months the intern is providing supervision</i>)	1~
<i>Training</i>	
Didactic seminar	2
Assessment Seminar Meeting	1\$
Outreach & Consultation Seminar Meeting	1#
<i>Indirect services</i>	
Consultation with multidisciplinary team	1
Psychological test report writing	2-4
Administrative tasks (e.g., responding to messages, writing case notes)	6
TOTAL	42-47*

*This is an estimate. Some weeks of internship may include hours accumulated beyond a typical 40-hour week and interns are encouraged to aim for an average of 42 hours per week to compensate for the numerous holidays they receive off during the year as members of a university campus.

^ Every week for the first quarter of internship, every other week for the second quarter of internship, and then as needed/requested for the second half of the internship year.

~ During the six months the intern is providing supervision.

\$ Every week in the fall semester.

Every other week in the spring semester.

EVALUATION PROCEDURES

OU PROS expects that supervisors provide ongoing feedback to interns regarding their progression towards stated training goals and competency areas. This feedback is routinely given verbally during individual and group supervision meetings, as well as during client consultation discussions that may occur outside of scheduled supervision time. Formal written feedback is given to interns four times per year: first quarter, midyear, third quarter, and at the end of the training year to review the intern's training goals and offer feedback in areas that reflect current domains of profession-wide and program-specific competencies.

At each evaluation point, an intern's progress towards individual and training goals will be reassessed and, if needed, new goals and priorities will be set to facilitate strengthening areas of growth. The Director of Training receives copies of all evaluation forms and monitors each intern's progress within the broader scope of the overall training program. Midyear and end-of-year evaluations from supervisors are sent to the intern's home program to share intern progression during and completion of the internship year.

Supervisor(s) Evaluation of Intern - Throughout the supervision process it is expected that feedback and discussion regarding the feedback are continuous. Therefore, if identified training goals are not being sufficiently met by an intern, such feedback would be given prior to being documented in the formal evaluation. The supervisor may also contact other staff who have been involved in the intern's training (e.g., didactic seminar leaders, outreach co-presenters) to gain a broad picture of the intern's participation, involvement, interests, skill level, professionalism, etc. The domain areas included in each clinical evaluation are:

- Research
- Legal & Ethical Standards
- Intersectional Multiculturalism
- Professional Values, Attitudes, & Behaviors
- Communication & Interpersonal Skills
- Psychological Testing
- Intervention Skills
- Supervision (as a supervisee *and* as a supervisor)
- Consultation and Interprofessional/Interdisciplinary Skills & Outreach
- Crisis Intervention Skills
- Management & Administrative Tasks

Intern Evaluation of Supervisor(s) - Interns will also participate in the evaluation process by offering feedback to their supervisor(s) during each evaluation point. Given the inherent power differential between an intern and supervisor, OU PROS understands that this mutual feedback giving process may initially feel awkward or uncomfortable to the intern. At the same time, the supervision process is meant to support the intern's training goals and, as such, their feedback regarding the status of this process is critical to their ongoing growth and professional development. As much as possible, interns and supervisors are encouraged to discuss the evaluation process and the power and/or identity differences within the supervision dyad to ensure that appropriate and useful feedback is provided. Providing feedback, whether it is to a supervisor, peer, or client, is also a clinical skill that is further honed during the internship year and these evaluation periods serve as an important structure to cultivating that skill.

Training Program Feedback - Interns will complete formal, written evaluations for the training program at the midyear and end-of-year points. This feedback is reviewed in an individual meeting with the Director of Training who will share relevant information with OU PROS training staff to assist in the development of each intern's training experiences and relevant changes to the internship program for future cohorts.

Training Goals Adjustment Plan - On occasion, an intern may struggle to meet the expected level of progression during the internship year. If, after two consecutive formal evaluation periods where an intern has not met the expected level of development within one or more competency areas, the intern will work with the Director of Training and other supervisors to create a Training Goals Adjustment Plan (TGAP). The TGAP is used before a formal remediation/due process is necessary and is meant to facilitate a strengthened focus on the intern's development within specific competency areas. The TGAP is monitored within the intern's individual supervision meetings and monthly in a collaboration meeting with the Director of Training and all relevant supervisors. Once an intern meets the goals set forth in the TGAP and regains their expected level of progression, the TGAP is considered successfully completed, and meetings are discontinued.

Contact with Graduate Program - The Director of Training will initiate communication with the intern's home doctoral program following a successful match with the program's intern. At the beginning of the training year, the Director of Training will communicate with the home program to provide copies of the evaluations that will be used to monitor intern progress towards intern-identified training goals and competency areas. The Director of Training will also send the completed midyear evaluations from the intern's supervisors to the home doctoral program for their records. Lastly, the home program will be notified that the intern has completed their internship at the end of the year and be provided copies of the final evaluations, final hours summary log, and completion certificate. More frequent communication with the home doctoral program will be conducted as warranted, particularly if there is need for a TGAP or the Due Process Procedures and Grievance Policy are initiated for or by the intern.

Please note that due to the time demands on staff, and the thoroughness of our internal efforts, OU PROS will not complete any additional evaluations or hours logs (e.g., Time2Track) that may be requested by an intern's graduate program.

Statement Regarding Dual Relationships with Supervisory Staff - OU PROS acknowledges that the sport psychology community is a small, close-knit one and that this niche environment may result in prospective intern applicants and/or eventual interns who have had a previous relationship with OU PROS training staff. These relationships could include, but are not limited to, previous supervisor/supervisee dyad, classmates in an academic program, or personal friendships. OU PROS understands that multiple relationships are not inherently unethical (per the Ethics Code) and that these relationships can be effectively conducted in such a way to maintain the training program's overall goals for the internship year. When these occasions arise, the training staff of OU PROS will make every effort to manage these dual relationships in a manner that is consistent with the APA Ethics Code and promotes the welfare and training of all doctoral interns. OU PROS interns are encouraged to voice any questions or concerns they may have about these dual relationships to their individual supervisor or the Director of Training at any time during the year.

SECTION VI - Expectations During the Training Year

Below is a list of expectations that OU PROS has of all doctoral interns. This list is not exhaustive, and expectations will be clearly and consistently communicated to interns through the training year.

Professionalism - Interns will demonstrate ethical and professional behavior throughout all service provision activities during the year including individual counseling, crisis counseling, psychological assessment, and consultation and outreach. In each of these roles, interns are expected to continue to demonstrate professional behavior that reflects and models APA ethical standards and beliefs.

Dress Code - Generally speaking, business casual and athleisure dress are appropriate for everyday operations within the OU Athletics department. Interns may dress in a more casual manner when attending games and off-hours practices.

Social Media - Interns who use social media and other forms of electronic communication should be mindful of how their communication may be perceived by clients, colleagues, university staff and faculty, and others in the professional community. To this end, interns should make every effort to minimize material that may be deemed inappropriate for a mental health professional. All security settings should be considered carefully, and interns are *highly encouraged* to have their settings listed as “private.” Interns should avoid posting information/photos or using any language that could jeopardize their professional image. If interns are depicted on a website, social media platform, and/or in an email as doing something unethical or illegal, that information may be used by OU PROS in relevant disciplinary actions.

Interns should never include clients as part of their social network, include any information that might lead to the identification of a client, or compromise client confidentiality in any way. Interns should never “follow” or “friend” clients on any social media platforms. Interns who are already following individual OU student-athletes will be asked to unfollow these individuals at the start of the internship year. Following teams or groups (e.g., OU soccer, OU Athletics) on social media is permissible.

Non-Therapeutic Relationships with Clients - OU PROS understands that doctoral interns can sometimes share personal identities or interests that could facilitate a sense of closeness with clients. However, strong professional boundaries are critical to maintaining a prudent professional lens and appropriate therapeutic work with clients, particularly in a college athletic department where the lines between “office” and “outside of the office” may be blurred due to the integrated nature of PROS. Interns may be “friendly” with clients as a reflection of rapport building and/or rapport maintenance, but they should never be “friends” with clients, or anyone closely associated with clients (e.g., teammates, coaches). This careful balance is an important aspect of an intern’s training year and is discussed frequently in supervision settings to ensure proper boundaries are being met and maintained.

Sharing Personal Phone Number with Clients - Within the OU Athletics Department culture, it is common for staff members to share their cell phone number with student-athletes. Within the PROS department, this exchange of numbers is used primarily to facilitate effective communication regarding appointment logistics and non-confidential information. All PROS clients sign an informed consent form that makes it clear such text and/or phone communication is only to be used for

scheduling purposes and not for therapeutic content. OU PROS interns are encouraged to use their personal and professional discretion to determine if this practice is a fit for them and, if so, directions for how to encrypt their personal cell phone are provided by Athletics Information Technology personnel. If interns are not comfortable sharing their personal phone number with student-athletes or coaches, other mechanisms of communication are readily available (e.g., email, the Teamworks app).

If an intern does use their cell phone number to communicate with PROS clients during the internship year, they will be instructed to delete all contact entries and previous text conversations from their phone at the end of the internship year.

Transportation/Access to a Car - OU PROS wishes to be transparent that many of the OU teams use practice facilities that require a short drive (i.e., less than 5 minutes) to get to from the PROS office in the OU football stadium. Should an intern not have access to a car for their personal use, there are other options that are available to them: including carpooling with others when possible, the OU campus bus system, or being assigned to the teams that are within walking distance from the PROS offices (e.g., track & field, wrestling, volleyball).

Lunch Hour - To ensure a consistent level of self-care while also balancing the needs of the PROS department, interns are asked to take a 30-60 minute lunch break every day between the hours of 11am and 2pm. As much as interns are able, they are encouraged to use this lunch break as an *actual break* (i.e., not doing their notes or prepping for a test while eating at their desk).

Flex Time - An intern may accrue more than the required weekly hours (e.g., attending a team function after-hours). In these cases, those hours may be “flexed” within the following two-week period for time off as an effort to create effective work-life synergy. If the intern does not flex those extra hours within the two-week time span, per OU Athletics HR, they are not permitted to bank those hours for later. All flex time hours must be approved by the Director of Training.

Time Off - Interns will accrue PTO (“paid time off”) to use for time off (e.g., vacation, medical appointments). To ensure adequate coverage of client needs and staffing support, interns are asked to discuss any requests for time off with the Director of Training *a minimum of two weeks* prior to the days they would like off.

It is critical to note that as full-time employees of the University of Oklahoma, interns are eligible to accrue 18 hours of PTO per month, which results in a total of 27 possible days of PTO accrued within the 12-month internship year. Should an intern take all these days, it would no doubt negatively impact their ability to finish the internship within the allotted 12-month timeframe. ***Interns are highly encouraged to maintain a cautious stance regarding excessive time off during the internship year.*** Even taking one day off per month (8 hours) results in ***2.4 weeks*** of time off, and this does not account for the 14 paid holidays that interns receive as university employees. Interns are also encouraged to discuss time off and work-life synergy needs with the Director of Training early and often throughout their internship year.

The End of the Internship Year - The maximum allowable PTO that can be applied to the end of the internship year is 40 hours (i.e., 5 days). An intern’s ability to apply this amount of PTO to the final week of internship is **dependent** on 1) that they have met the 2,000 hour requirement ***before*** this final week, and, 2) that all tasks and responsibilities (e.g., client transfers, assessment reports) have been completed prior to the last day of internship, regardless of whether an intern is using PTO that

week. Meaning, if an intern is “off” during the last week of internship they will still be asked to take time that week to finalize notes, reports, or other documentation to ensure that these tasks are concluded before the last day of record for the internship. Final internship completion documentation (e.g., completion certificate, final hours logs) may be withheld by the Director of Training until all tasks at PROS have been finished.

Doctoral interns are employed through the University of Oklahoma as one-year staff members. Thus, OU PROS interns have their official last day of internship on the 14th of July in the year following their start date with OU PROS. If an intern chooses to break that contract early and leave before the end of the training year, then the contract signed with OU PROS at the beginning of the internship year is void. OU PROS will also notify the intern’s home program of this change in their end date of the internship year.

However, it is important to note that in these circumstances, the intern’s last day on record will be the intern’s *last day “on-site”* (e.g., engaged with internship activities in person or over Zoom/telehealth). Some state licensing boards require a full 52-week internship to meet licensing requirements. Therefore, OU PROS training staff **strongly** recommends that interns consider these legal requirements when considering the start date of their next professional placement and/or vacation/time off plans following the end of internship. For example, interns are reminded that they only get to negotiate a new job agreement once and that most opportunities are understanding and respectful of the internship commitment the intern made for the year.

Interns are to inform the Director of Training of their last on-site day as soon as possible so that plans can be made for end of year activities, client transfers, and termination processes.

Self-Care on Internship - When self-care during the internship year is discussed, it is often a way of encouraging *clients* to find some balance in their lives, nourish their needs, and have compassion for self. While interns (and other mental health professionals) often expend considerable efforts suggesting and supporting wellness activities for clients, they can be less adept at practicing it themselves. However, if interns do not care for themselves, they cannot care for others and progress towards training goals may suffer. Therefore, self-care during this critical year in professional and personal development may be one of the most important things an intern can do – not just for themselves but also for their clients. OU PROS places a strong emphasis on the supervisory staff modeling the value of self-care in regular daily practices both for their own well-being and to encourage interns to prioritize their own work-life balance and self-care needs.

Interns are encouraged to discuss their self-care needs with their supervisors and Director of Training on an ongoing basis. The following resources are available on campus to assist interns in building an effective self-care practice:

OU Employee Wellness Program
<https://hr.ou.edu/Wellness/LiveWellOU>
905 Asp Ave
Norman, OK 73019

Goddard Health & Counseling Center
<https://www.ou.edu/healthservices>
<https://www.ou.edu/ucc>
620 Elm Ave.
Norman, OK 73019
(405) 325-2911 (Counseling Center)
(405) 325-4611 (Health Center)

INCLEMENT WEATHER POLICY

Inclement weather can be a common concern throughout the year in Oklahoma and, at times, emergencies such as severe weather, fires, or power failures may require PROS to close. PROS closures are dictated by the University of Oklahoma and interns will be asked to sign up for the OU Alert system (ecs.ou.edu) to ensure timely notification of weather-related closures.

SECTION VII - Intern Rights and Responsibilities

RIGHTS

- The right to a clear statement of general rights and responsibilities upon entry into internship, including a clear outline of goals and parameters of OU PROS training experience, provided in the form of this Training Manual.
- The right to be trained by professionals who behave in accordance with the APA Ethics Code and Oklahoma state laws.
- The right to be treated with professional respect by all members of the OU PROS training community.
- The right to be recognized for the previous training and experience the intern brings with them.
- The right to ongoing evaluation that is specific, respectful, and pertinent to clinical and professional growth.
- The right to engage in ongoing evaluation of the training experience and specifically evaluate supervision experiences through verbal and written feedback.
- The right to initiate an informal resolution of problems that might arise in the training experience (e.g., supervision assignments, other training opportunities) through direct request to the individual(s) involved and/or the Director of Training.
- The right to Due Process to deal with problems after informal resolution has failed (either with the supervisor or Director of Training), or to determine when rights have been infringed upon.
- The right to privacy and respect of one's own personal life, as long as it is not in violation of the APA Ethics Code or warrants additional concern for the intern's well-being.
- The right to request accommodation(s) when needed to meet training needs.

RESPONSIBILITIES

- The responsibility to read, understand, and clarify, if necessary, this statement of rights and responsibilities.
- The responsibility to maintain personal and professional behavior within the scope of the APA Ethics Code.
- The responsibility to behave within the bounds set forth by the laws and regulations of the State of Oklahoma and the University of Oklahoma.
- The responsibility to be open to professionally appropriate feedback from supervisors, training staff, and other OU personnel.
- The responsibility to behave in a manner that promotes professional interactions within PROS and is in accordance with the standards and expectations of the training site.
- The responsibility to give professionally appropriate feedback regarding the training experience.
- The responsibility to always conduct oneself in a professionally appropriate manner, including if Due Process is initiated.
- The responsibility to actively participate in the training, service delivery, and overall activities of OU PROS.
- The responsibility to complete core competencies of the internship year through demonstrated proficiency or satisfactory evaluations from supervisors.
- The responsibility to engage in continuous, effective self-care and boundary-setting to promote overall health and wellness during the training year.

SECTION VIII – OU PROS Training Staff Responsibilities

- Training staff will demonstrate the same respect for interns that they grant other colleagues.
- Training staff will respect individual differences among interns, particularly regarding prior experience and training.
- Training staff will adhere to the expectations for Intersectional Multiculturalism detailed in Section III.
- Training staff will be models for ethical, professional behavior, and for honoring organizational parameters.
- Training staff will be available for consultation, supervision, co-therapy experiences, and direct teaching.
- Training staff will provide clear expectations of interns, explicit guidelines for involvement in training activities, and vehicles for utilizing intern's ideas, perspectives, and experiences.
- Training staff will provide professionally appropriate feedback to the interns regarding their performance during their training experiences.
- Training staff will consult with other members of the training staff who have contact with their intern to develop a broad picture of the intern's competencies and areas where further attention may be needed.
- Training staff will discuss with the Director of Training their questions or concerns that may arise during training.
- Supervisors will attend regular Training Staff Meetings to discuss the supervision and training experience(s), ensure that goals and needs are being met for interns and staff alike, discuss organizational concerns, and develop effective interventions to resolve difficulties within the training program.
- When training staff encounter problems with or have concerns for an intern, training staff will follow the Due Process procedures that have been developed.
- Training staff will evaluate the OU PROS training program on a regular basis as feedback for the training program is a necessity for growth and improvement.

SECTION IV – Due Process Procedures and Grievance Policies

Due Process for Cases Involving Intern Competence or Problematic/Concerning Behaviors

The purpose of this section is to document the due process procedures for cases involving intern inadequate performance or problematic/concerning behaviors. Whenever an intern is not performing at the expected level, informal resolution is always encouraged through individual supervision and/or feedback offered on the written evaluations, including, when needed, a TGAP. When informal attempts have been inadequate in sufficiently addressing the performance issues, a more formal procedure is necessary. OU PROS expectations for formal processes of addressing an intern's performance issues are outlined below.

Intern inadequate performance or problematic/concerning behaviors could occur in a variety of contexts and may be reflected in one (or more) of the following ways:

- An inability to acquire and integrate professional standards into one's repertoire of professional behavior.
- An inability to acquire professional skills to reach an acceptable level of competency.
- An inability to control personal stress, mental health concerns, and/or excessive emotional reactions/dysregulation which interferes with professional functioning.

Some characteristics that may indicate a need for more formal remediation include:

- The intern does not acknowledge, understand, or address the problem when it is identified.
- The problem/concern is more than a skill deficit which can be rectified by academic or didactic training.
- The quality of services delivered by the intern is consistently negatively affected.
- The problem/concern is not restricted to one area of professional functioning.
- A disproportionate amount of attention by training staff is required.
- The intern's behavior does not change as a function of feedback, remediation efforts, and/or time.

PROCEDURE

If an intern receives a rating of between “0” and “2” on more than two competency areas on any training evaluation forms completed at the midyear point or beyond (i.e., midyear or third quarter), if a staff member or another intern has concerns about an intern's behavior (e.g., ethical or legal violations, professional incompetence, etc.), or if despite efforts to utilize a TGAP for growth and development:

1. The Director of Training (TD) shall first be informed of the concern.
2. If the staff member who initiated the concern to the TD is not the intern's supervisor, the TD will discuss the concern with the intern's supervisor(s).
3. The TD will determine an appropriate course of action to take to address the concern (see below COURSE OF ACTION section).

4. If this sequence does not provide the desired resolution, the TD will meet with the Director of PROS as needed to discuss the concerns and possible courses of action to be taken to address the issue(s). The TD, supervisor(s), and the Director of PROS may also meet as a group to discuss a possible course of action.

COURSE OF ACTION & INTERN NOTIFICATION

It is important to have meaningful ways to address concerning intern behavior once identified. In implementing remediation or sanctions, the training staff must be mindful and balance the needs of the identified intern, the clients involved, members of the intern cohort, the training staff, other PROS personnel, and the broader department or agency community. At the discretion of the TD, the intern's home academic program may also be notified of any of the actions listed below. All evaluative documentation will be maintained in the intern's file. Possible actions could include the below steps, which increase in severity as one progresses along the steps:

1. *Verbal Notice* to the intern emphasizing the need to rectify the problem/concern and/or address identified clinical skill deficit(s). This verbal notice should be documented by either the TD and/or the intern's supervisor in their supervisory notes and/or TSM meeting notes.

2. *Written Notice* to the intern formally acknowledging that:

- The TD is aware of and concerned with the identified problem and/or clinical skill deficit(s).
- The concern has been brought to the attention of the intern in an individual meeting with the TD and the TD will work with the intern to rectify the problem/concern and/or address identified clinical skill deficit(s).
- The behaviors of concern are not significant enough to warrant more serious action (e.g., probation or suspension), pending the intern's commitment to change within a designated time frame as identified by the TD.
- The intern's home program may additionally be notified of such a notice, which will be determined by the discretion of the Director of Training.
- This written notice will also be included in the intern's training file.

3. If warranted, a second *Written Notice* to the intern will identify possible sanction(s) and describe the remediation plan. This letter will contain:

- A description of the identified problem/concern and/or clinical skill deficit(s).
- A record of the previous Verbal Notice and first Written Notice.
- Actions needed by the intern to rectify the problem/concern and/or address identified clinical skill deficit(s).
- The timeline for correction.
- What sanction(s) may be implemented if correction does not occur (see REMEDIATION section below).
- Notification that the intern has the right to request an appeal of this action at any time the intern disagrees with any of the notices. (See Appeal Procedures below).
- The intern's home program may additionally be notified of such a notice, which will be determined by the discretion of the Director of Training.
- This second written notice will also be included in the intern's training file.

REMEDIATION

The implementation of a remediation plan with possible sanctions should occur only after careful deliberation and thoughtful consideration of the TD, relevant members of the training staff, and, if required, the Deputy Athletics Director for Student-Athlete Experience within OU Athletics (who oversees the PROS department and therefore the OU PROS internship). The intern's home program will additionally be notified by the Director of Training. Throughout the process described below, OU PROS will consult with relevant PROS staff and the OU Athletics Director of Human Resources as needed. The severity of the problem/concern and/or identified clinical skill deficit(s) plays a role in the level of remediation or sanction and the remediation and sanctions listed below may not necessarily occur in the following order:

1. *Schedule Modification* is a time-limited, remediation-oriented, closely supervised period of training designed to return the intern to a more fully functioning state. Modifying an intern's schedule is an accommodation made to assist the intern in responding to personal reactions to environmental stress with the full expectation that the intern will complete the internship. This period will include more closely scrutinized supervision conducted by the intern's supervisor(s) in consultation with the TD. Several possible, and perhaps concurrent, courses of action may be included in modifying a schedule:

- Increasing the amount of supervision, either with the same or additional supervisors
- Change in the format, emphasis, and/or focus of supervision
- Recommending personal therapy
- Reducing the intern's clinical or other workload, and/or
- Requiring specific academic coursework

The length of a *Schedule Modification* period will be determined by the TD in consultation with supervisor(s) and documented at minimum in TSM meeting notes (the intern's supervisor may also wish to document this remediation in their own supervisory notes). The termination of the *Schedule Modification* period will be determined by the TD in consultation with the previously stated parties based on intern progress and further discussed with the intern.

2. *Probation* is also a time limited, remediation-oriented, more closely supervised training period. Its purpose is to return the intern to a more fully functioning state while assessing the ability of the intern to complete the internship. *Probation* defines a relationship in which the TD systematically monitors the degree to which the intern addresses, changes, and/or otherwise improves the problem/concern and/or identified clinical skill deficit(s) for a specific length of time. Several possible, and perhaps concurrent, courses of action may be included in modifying a schedule:

- Increasing the amount of supervision, either with the same or additional supervisors
- Change in the format, emphasis, and/or focus of supervision
- Recommending personal therapy
- Reducing the intern's clinical or other workload
- Requiring specific academic coursework

The intern is informed of the *Probation* in a written statement from the TD that includes:

- The specific behaviors associated with the problem and/or identified clinical skill deficit(s).
- Actions needed by the intern to rectify the problem and/or address identified clinical skill deficit(s).
- The timeline for correction.

- What sanction(s) may be implemented if correction does not occur.
- The procedures to ascertain whether the problem has been appropriately rectified.

If the TD determines that there has not been sufficient improvement in the intern's behavior to remove the *Schedule Modification* or *Probation*, then the TD will discuss possible courses of action to be taken with the intern's supervisor(s), the Director of PROS and, if relevant, Deputy Athletics Director for Student-Athlete Experience.

The TD will then communicate in writing to the intern that the conditions for revoking the *Schedule Modification* or *Probation* have not been met. This notice will include a revised remediation plan, which may include continuation of the current remediation efforts for a second specified period or implementation of additional recommendations. Any of the below POSSIBLE SANCTIONS may also be enacted. Additionally, the TD will communicate that if the intern's behavior does not change, the intern will not successfully complete the training program. This information will further be shared with the intern's home program as well.

POSSIBLE SANCTIONS

The intern's home program will be notified immediately of any of the below SANCTIONS by the Director of Training:

1. *Suspension of Direct Service Activities* requires a determination that the welfare of the intern's client(s) or the OU campus community has been jeopardized. When this determination has been made, direct service activities will be suspended for a specified period as determined by the TD in consultation with the intern's supervisor(s). At the end of the suspension period the intern's supervisor(s) and TD will assess the intern's capacity for effective functioning and determine if and when direct service can be resumed.

2. *Administrative Leave** involves the temporary withdrawal of all responsibilities and privileges at PROS and within OU Athletics. If the *Probation Period*, *Suspension of Direct Service Activities*, or *Administrative Leave* interferes with the successful accrual and/or completion of training hours required to complete the internship year, this will be noted in the intern's file. In consultation with the OU Athletics Department Director of HR, the TD will also inform the intern of the effects the administrative leave may have on the intern's stipend and accrual of benefits.

3. *Dismissal from the Training Program** involves the permanent withdrawal of all OU PROS responsibilities and privileges. When specific interventions do not, after a reasonable time period, rectify the problem and/or identified clinical skill deficit(s), and the intern seems unable or unwilling to alter their behavior, the TD will discuss with the intern's supervisor(s), the Director of PROS, the Deputy Athletics Director for Student-Athlete Experience, and the OU Athletics Department Director of HR the need to initiate termination from the training program.

*Either *Administrative Leave* or *Dismissal from the Training Program* may be invoked immediately in cases of severe violations of the APA Code of Ethics. Such instances could include when imminent physical or psychological harm to a client is a major factor, or the intern is unable to complete the training program due to severe physical, mental, or emotional illness.

In addition, in the event an intern compromises the welfare of a client(s) or the campus/agency community by an action(s) which generates grave concern from the TD or the supervisor(s), the intern

may immediately be dismissed from the OU PROS training program in consultation with the OU Athletics Department Director of HR. This dismissal may bypass steps identified in the above NOTIFICATION procedures and REMEDIATION and SANCTION alternatives. When an intern has been dismissed, the TD will communicate to the intern's home program that the intern has not successfully completed the training program. If at any time an intern disagrees with the sanctions, the intern can implement the APPEAL PROCEDURES (see below).

APPEAL PROCEDURES

If an intern does not agree with any of the NOTIFICATION, REMEDIATION, and/or SANCTIONS, the following appeal procedures should be followed:

1. The intern shall file a formal appeal in writing with all supporting documents to the TD. The intern must submit this appeal within five (5) workdays from their notification of any of the above (e.g., *Written Notice, Probation*).

2. Within three (3) workdays of receipt of a formal written appeal, the TD will consult with members of OU PROS training staff and relevant others as to whether to convene a Review Panel (RP) or respond to the appeal without the RP being convened.

The RP members will be individuals who have no conflict of interest in objectively evaluating the intern's appeal. If the TD is deemed to have such a conflict, they will be replaced as chair of the committee by a staff member appointed by the OU Athletics Department Director of HR in consultation with the Director of PROS (if they also do not have a conflict of interest).

3. If the decision is to respond directly to the appeal, the TD has ten (10) workdays to make the final decision regarding what action is to be taken.

4. If the decision is to convene the RP, the RP is convened within five (5) workdays to review the appeal and to examine any new relevant material presented.

5. A hearing is conducted with the intern and the RP.

6. Within three (3) workdays after completion of the hearing, the RP submits a written report including recommendations for further action to the OU Athletics Department Director of HR.

7. Within three (3) workdays of receipt of RP's final report including recommendations for further action, the OU Athletics Department Director of HR will either accept or reject the recommendations, refer back to the RP for further deliberations or revised recommendations, or make the final decision.

8. If referred back to the RP, a report will be presented to the OU Athletics Department Director of HR within five (5) workdays of the receipt of the original request for further deliberation. The OU Athletics Department Director of HR then makes a final decision regarding what action is to be taken and informs the TD.

9. The TD informs the intern, relevant parties involved, and appropriate members of the training staff of the decision and any action taken or to be taken.

10. All aspects of the formal appeal process will be documented in writing, including the nature of the grievance, the appeal process, the recommendations of the RP to the TD and the OU Athletics Department Director of HR, and the rationale for those recommendations. The results of this appeal process will also be sent to the intern's home program and included in the intern's training file.

11. If the intern is unwilling to accept the decision from the appeal process, they may proceed to initiate the grievance procedures of the University of Oklahoma Human Resources Department.

Due Process for Intern Grievances with OU PROS

The purpose of this section is to document the due process procedures for intern grievances with OU PROS training program. Potential grievances may arise from various sources, including:

- Problem with peer
- Problem with support staff
- Problem with primary supervisor
- Problem with other PROS or OU Athletics Department staff members
- Problem with Director of Training (TD)
- Problem with some aspect of the internship program

INFORMAL PROCESS

Whenever an intern has a problem or grievance about any aspect of the internship experience, informal resolution of this grievance is always encouraged (e.g., discussion with supervisor[s] or TD). When informal attempts have been inadequate in sufficiently addressing this grievance, a more formal procedure will be necessary. The expectations for informal processes of addressing intern grievances are outlined below:

1. If the grievance is regarding an individual(s), the intern is encouraged to first discuss and try to resolve the problem directly with the individual(s) involved.
2. If the grievance is regarding an aspect of the training program, the intern should discuss the concern following OU PROS chain of communication: (1) primary supervisor; (2) TD; (3) Director of PROS; (4) the Deputy Athletics Director for Student-Athlete Experience; (5) the University of Oklahoma Athletics Director of Human Resources.
3. If the intern has attempted to address the problem directly with the individual(s) involved and has not achieved satisfactory resolution, OR the problem is so severe that the intern does not feel safe discussing the problem directly with the individual(s) involved they should move to the formal grievance process, as outlined below.

Additionally, some concerns (e.g., sexual harassment) may be so severe that they require immediate attention without going through the formal grievance process. In these cases, the intern will be directed to consult with the University of Oklahoma Athletics Human Resources Department.

FORMAL PROCESS

When informal attempts have been inadequate in sufficiently addressing any grievances, a more formal procedure is necessary. OU PROS expectations for formal processes of addressing an intern's grievances are detailed below:

1. The intern files a formal grievance in writing with all supporting documents to the TD.
2. Within three (3) workdays of receipt of the formal grievance, the below review procedures will be implemented:
 - A Review Panel (RP) of three (3) members selected from OU PROS training staff and chaired by the TD is established. The RP members will be individuals who have no conflict of interest in objectively evaluating the intern's complaint. If the TD is deemed to have such a conflict,

they will be replaced as chair of the committee by a staff member appointed by the OU Athletics Department Director of HR in consultation with the Director of PROS (if they also do not have a conflict of interest).

- The intern and relevant parties involved are informed within (1) working day of the RP being convened that such a review is occurring and given the opportunity to provide the RP with any information regarding the problematic situation(s).
- The RP meets to review all relevant information and decide on a course of action.
- The intern and relevant parties involved will be notified of the RP's decision and recommendations in writing.
- All aspects of the formal appeal process will be documented in writing, including the nature of the grievance, the appeal process, the recommendations of the RP to the TD and the OU Athletics Department Director of HR and the rationale for those recommendations. The results of this appeal process will also be sent to the intern's graduate program and included in the intern's training file.
- If at any time an intern disagrees with the sanctions, the intern can implement the APPEAL PROCEDURES (see below).

APPEAL PROCEDURES

If either the intern or the relevant parties involved does not agree with the decision of the RP, the following appeal procedures should be followed:

1. The RP is re-convened within five (5) workdays to review the appeal and to examine any new relevant material presented.
2. A hearing is conducted with the intern and/or relevant parties and the RP.
3. Within three (3) workdays after completion of the hearing, the RP submits a written report including recommendations for further action to the OU Athletics Department Director of HR
4. Within three (3) workdays of receipt of RP's final report including recommendations for further action, the OU Athletics Department Director of HR will either accept or reject the recommendations, refer back to the RP for further deliberations or revised recommendations, or may make the final decision.
5. If referred back to the RP, a report will be presented to the OU Athletics Department Director of HR within five (5) workdays of the receipt of the original request for further deliberation. The OU Athletics Department Director of HR then makes a final decision regarding what action is to be taken and informs the TD.
6. The TD informs the intern, relevant parties involved, and appropriate members of the training staff of the decision and any action taken or to be taken.
7. All aspects of the formal appeal process will be documented in writing, including the nature of the grievance, the appeal process, the recommendations of the RP to the TD and the OU Athletics Department Director of HR, and the rationale for those recommendations. The results of this appeal process will also be sent to the intern's home program and included in the intern's training file.

8. If the intern is unwilling to accept the decision from the appeal process, they may proceed to initiate the grievance procedures of the University of Oklahoma Human Resources Department.

FILING A GRIEVANCE AGAINST THE TD OR THE OU ATHLETICS DEPARTMENT DIRECTOR OF HR

Should an intern wish to file a grievance against either OU PROS Director of Training and/or the OU Athletics Department Director of HR, they will be directed to seek consultation and assistance from the University of Oklahoma Human Resources Department. If the intern would like assistance from outside of OU PROS, they will be directed to contact APPIC and/or the CoA.

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*Thank you for your interest in OU PROS!
Please don't hesitate to reach out to us with any questions.
We look forward to reviewing your application.*



The UNIVERSITY of OKLAHOMA