



Internship in Health Service Psychology

**Accredited by the Commission on Accreditation of the
American Psychological Association
APPIC Member**

Internship Manual 2026-27

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ACCREDITATION AND MEMBERSHIP QUESTIONS

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Overview

Psychology Internship

Psychological Services in the Cypress-Fairbanks Independent School District has offered professional psychology intern training since 1984. The training program has been listed in the Association of Psychology Postdoctoral and Internship Centers (APPIC) since 1987. The Cypress-Fairbanks ISD Internship in School Psychology, accredited as a doctoral internship in professional psychology through the American Psychological Association Commission on Accreditation, obtained full accreditation in 1992 and has consistently maintained accreditation since that time. Our program received reaffirmed accreditation August 13, 2025, and our next site visit is scheduled for 2035.

The Cypress-Fairbanks ISD Internship in School Psychology offers a 10-month, 2000-hour Doctoral School Psychology Internship Program, which meets the requirements for doctoral level psychology students who may eventually seek licensure in most states. Ten fully funded internships positions are available.

CFISD Psychological Services Internship is a member of the Association of Psychology Post-Doctoral and Internship Centers (APPIC). We follow all APPIC guidelines (www.APPIC.org) and Match Policies, including that this internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

Cypress-Fairbanks Independent School District

The Cypress-Fairbanks Psychology Internship training program is sponsored by the department of Educational Support Services within Cypress-Fairbanks Independent School District. This school district serves approximately 115,000 students. It is the 3rd largest school district in Texas and the 21st largest school district in the nation. There are currently 96 campuses (59 elementary schools, 20 middle schools, 12 high schools, 5 special program facilities).

Demographically, our district is considered a majority minority public school system with the largest population being Hispanic (46%), followed by white (18%), African American (21%), Asian (10%), multi-racial (4%), Native American (0.3%) and Pacific Islander (0.1%). We have 20% Emergent Bilingual students, and 100 languages and dialects spoken by students. Programming for the district includes seven New Arrival Centers for non-English speaking students and 36 elementary campuses with bilingual programs. Fifty-seven percent of our students are classified as economically disadvantaged. We have a 15% student population who currently are served through special education programming.

Psychological Services

The district's Psychological Services employs forty-one professional staff, all of whom are licensed by the Texas State Board of Examiners of Psychologists (TSBEP) as Licensed School Psychologists (LSP). Fifteen staff also have dual licensure through the

Texas State Board of Examiners of Psychologists as Licensed Psychologists. Our school psychology internship program has ten doctoral intern positions in its APA accredited doctoral internship in school psychology. We provide opportunities for both advanced practicum students and School Psychology practicum internship placements. Two full-time administrative support staff complete the members of our department.

The CFISD Department of Psychological Services has been recognized three times in the past as the most outstanding psychological division of the Texas Psychological Association (TPA) and twice by the Texas Association of School Psychologists (TASP), including the most recent award occurring during the 2023-24 school year. The department received the last Award of Excellence for School Psychological Services given jointly by the American Psychological Association (APA) and the National Association of School Psychologists (NASP). Members of the department have been named the "Outstanding School Psychologist" in Texas by the Division of School Psychology, Texas Psychological Association.

In 2004 the department opened a Family Counseling Clinic, now known as the Family Interaction Training (F.I.T.) Clinic, to serve students and families in our district. The department's psychology interns can act as therapists under the supervision of licensed staff through "live and video supervision" as well as supervision and processing after the night's sessions.

Intern Recruitment and Selection

Texas law requires psychologists working in schools to be Licensed School Psychologists (LSP). In recognition of the unique skills that are necessary for practice in the schools, internship applicants from School Psychology Training Programs are considered strong candidates. However, applicants from Clinical and Counseling Programs with experience working in school systems or who have experience working with school age children and are considering a career in providing psychological services in the schools are also encouraged to apply.

Required prior doctoral program preparation and experiences

We require at least 600 practicum hours in the provision of a variety of psychological services including assessment, counseling, consultation, other interventions and supervision. We ask that applicants have 150 direct contact hours of assessment and 150 direct contact hours of intervention. Those candidates who do not meet the Direct Contact Intervention Hours and/or the Direct Contact Assessment Hours, but who have at least 600 practicum hours in the provision of a variety of psychological services are encouraged to apply.

A completed application to our program consists of **both**:

- APPIC "universal" application including Program Verification of Eligibility for Internship including curriculum vitae, all official Graduate school transcripts and three letters of recommendation
- One sample deidentified psychological evaluation

All applications are reviewed by the internship training director and members of the department of psychology. Top applicants are invited for formal interview.

Interviews are conducted in early January and are offered as either in-person or virtual. Up to eight interviews are conducted each day, over a period of seven interview days. On interview days, applicants participate in a 45-minute interview, are given a tour (virtual or in-person), given time to speak with current interns and also given time to meet with department staff, including current supervisors.

Applicants are given preliminary rank orders by each interview panelist. The interview panelists meet for final rank ordering before submission to APPIC for the Match.

Interns who are matched with Cypress-Fairbanks Independent School District are contacted by phone, during the recommended timeframe indicated by APPIC. Newly matched interns are welcomed into the department. A follow-up letter of agreement, including dates of internship, stipend information and further paperwork completion requirements for employment is sent electronically, with their university contact person included on the email for their records.

All interns must submit official transcripts from highest degree completed, while other transcripts may be unofficial copies. As part of the process towards starting internship interns will be required to undergo a background check which includes fingerprint submission to the Texas Department of Public Safety and the Federal Bureau of Investigation. Additional information related to school district employment policies can be located through the Human Resources Employee Handbook: <https://humanresources.cfsd.net/employee-resources/employee-handbook> .

Notice of Nondiscrimination

The Cypress-Fairbanks Independent School District adheres to a policy of equal employment opportunities for all employees. On the basis of an individual's race, color, religion, sex, national origin, or age, the school district shall not fail or refuse to hire or discharge, nor shall it otherwise discriminate against any individual with respect to compensation, terms, conditions, or privileges of employment; nor shall the school district limit, segregate, or classify its employees, or applicants for employment in any way that would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect the individual's status as an employee.

The Cypress-Fairbanks ISD Internship training program avoids any actions that would restrict program access or completion on grounds that are irrelevant to success in graduate training or the profession.

Intern Benefits

These are several of the benefits that are offered to interns related to administrative and financial assistance through both the psychological services department and the district as a whole:

Annual stipend of \$35,568

Health Insurance (partially paid by the district)

Mileage reimbursement and funds for continuing education

Office Space

Laptop Computer

School district holiday schedule

Paid Sick (5.5 days)/Personal Leave (5 days)

Clerical and professional supplies and support

Access to department professional library

Mission Statements

Sponsoring Agency

The mission of the Cypress-Fairbanks Independent School District is to maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

Psychological Services

The mission of Psychological Services is to provide quality, broadly based psychological services to the entire school district through a comprehensive service delivery system.

Health Service Psychology Internship

The mission of CFISD's doctoral internship in school psychology to provide comprehensive evidence-based practice in the general practice of psychology, helping to shape professional identity as an entry level practitioner in the field. We have four aims related to this mission.

- *Commitment to Individual and Cultural Diversity: The district is considered a majority minority district. The program emphasizes a wide range experiences by offering training experiences working with a range of ages, cultures and ethnicities, variance in socio-economic status and mental health disorders. The program offers the opportunity to work with both general education and special education students.*
- *Broad Psychological Service Coverage: The training program fosters a desire to serve all students, parents and staff by providing services that result in prevention of mental health and educational difficulties. This is accomplished by offering educational trainings for both campus and district-level staff, as well as parent trainings, on a variety of topics related to social, emotional, and behavioral functioning in youth. To maximize the impact of psychological services, use of indirect/consultative services is used for large populations of students considered at-risk for emotional/behavioral difficulties, as well to the*

families of those students. Consultation and interprofessional/interdisciplinary skills are further developed by working with allied mental health and medical providers within the community, as well as with multidisciplinary team members within the schools to support the emotional and behavioral needs of students at-risk for developing significantly impairing mental health disabilities.

- *Direct Service Provision: The internship training program also emphasizes working with individuals to identify and provide direct intervention to/for students who require more individualized support. Assessment and direct services are provided to a smaller, targeted group of students who are determined to be at the highest level of risk for emotional, behavioral, or social impairments in the school environment. Support is also provided to the families of these students (parent training and FIT Clinic/IY), and to staff who are responsible for their education (psychoeducation and consultation).*
- *Professional Identity Development: Ethical and legal standards are frequently discussed within a variety of contexts, and the ability to apply these standards is ongoing during the provision of psychological services. The ability to build and maintain effective interpersonal relationships is critical in our role as psychologists working in schools. We emphasize further developing interns' written and verbal communication skills to ensure effective collaboration with various stakeholders. We also verify that interns have both the ability to critically evaluate as well as disseminate research and other scholarly activities. Supervisory skills are developed through simulated practice as well as, when available, direct application. Professional values and attitudes are a core focus of our training, nurturing an effective balance between innovative confidence and conscientious self-scrutiny.*

Training Model

The Cypress-Fairbanks Independent School District Psychological Services follows a Practitioner-Scholar Model that provides psychology interns the skills and training necessary to become successful practitioners of child and adolescent psychology, with an emphasis on psychological services within a school district.

Interns provide a variety of psychological services for both general education and special education students. They provide pre-referral intervention that includes consultation with parents and school staff regarding behavioral, social, and academic concerns; social skills or other psycho-educational groups; and time-limited evidence-based interventions for preventative mental health concerns. Interns also provide direct psychological services, such as individual counseling and group counseling with students, and indirect psychological services, such as behavioral consultation with teachers, parents, and outside service providers.

Interns conduct evaluations for disability conditions such as Autism, Emotional Disabilities, and ADHD/Disruptive Behavior Disorders. They also conduct evaluations

for special education programming, including evaluations for related services.

Interns practice thinking critically and evaluating the findings of empirically based knowledge within the context of a broad base of practically applied experiences. Training also emphasizes the ability to use these skills in different settings and with a range of children and adolescents; to act and present information in a professional, ethical manner; and to communicate recommendations effectively to students, parents, school personnel, and other mental healthcare professionals.

Interns also learn the importance of continuing their professional education by attending and/or presenting at conventions/workshops that increase their professional expertise, that maintain current knowledge in the profession, and that pursue areas of specialization within their chosen field. Additionally, interns are provided opportunities to develop and hone their own teaching and presentation skills by providing training and staff development workshops to school staff, parents, and psychological services staff members. Interns are encouraged to pursue individual interests and research throughout the course of the year.

Psychology Intern title

Interns will use the title of “Psychology Intern” to communicate, in person or via written material, their supervisory status. This will always occur when they are providing psychological services. For evaluations, psychology interns may use signatures lines such as:

Jane Doe, M.A., Psychology Intern, supervised by John Smith, Ph.D., LP, LSP

Psychology interns may not use the title of “doctor” orally or in writing in absence of an earned doctorate.

Internship Training Experience

Interns engage in an organized sequence of activities under supervision. During the first few weeks of internship, interns are oriented to the intern program and services to the district. Assignments to both site supervisors and campuses are made during this time, and training plans are individually developed for each intern.

The typical work week for interns involves providing services at their campuses, receiving individual and group supervision, and attending targeted training colloquia. Tuesday through Friday, interns provide comprehensive psychological services to both elementary and secondary campuses to which they are assigned. Interns are assigned to schools at various developmental levels with a varying degree of responsibility and task demands in each setting. Training is cumulative and graded in complexity as the year progresses.

Interns have the opportunity to work with students in general education, as well as students with disabilities, from ages two to twenty-two. The district provides several programs to meet various educational needs, including Early Childhood Special

Education (ECSE), Life Skills, and Adaptive Behavior (AB) classrooms. Additionally, interns have the opportunity to collaborate with the Mental Health Intervention Team (MHIT) psychologists through didactic trainings, and some interns may also be able to obtain supervised experiences with them during crisis response.

Weekly Intern Schedule

A typical week for an intern would include four days of providing psychological services in various school settings (including at least one elementary school and secondary school) and one day (Monday) dedicated to intern training as a group. Training opportunities will vary based on the individual goals of the intern, but each intern will have four days of experience in service provision weekly. Interns will spend Tuesday through Friday providing psychological services to campuses that may include consultation, counseling, assessment, and crisis prevention/response. One night a week is dedicated to Family Interaction Training Clinic/Incredible Years. Mondays are dedicated to group supervision, colloquiums, research and additional professional development opportunities.

<u>Role</u>	<u>% of Time</u>
Consultation	10-20%
Counseling	20-30%
Psychological Evaluations	25-35%
Supervision	10%
Colloquium/Trainings	10%
Family Counseling (FIT/IY)	5%
Research (including dissertation)	5-10%
Crisis Intervention	As Needed
Suicide Prevention	As Needed
Staff In-services/Presentations	<5%
School-Community Relations	<5%

Monday Training

Mondays are dedicated to training and group supervisions. Interns begin the day in group supervision with the Intern Coordinator/Training Director and the Coordinator of Psychological Services. This is followed by assessment or treatment group supervision. The morning finishes with Family Interaction Training (F.I.T.) clinic group supervision (including either the traditional FIT Clinic or IY supervision).

Assessment group focuses on the conceptualization and evaluation of mental health disorders and educational disabilities. Topics include diagnostic taxonomies, assessment techniques, case conceptualization, report writing, and treatment recommendations.

Treatment group focuses on treatment planning and implementation within the schools, with an emphasis on adapting evidence-based therapeutic and consultative techniques to meet the needs of students, school staff, and families. Specific topics addressed include the use of assessment data to guide treatment planning, progress monitoring,

the importance of microskills across therapeutic and consultation services provided, overcoming resistance in implementation of services, and effective collaboration with all stakeholders.

Assessment group and treatment group provide didactic instruction, experiential learning opportunities, discussion of intern cases, and general discussion regarding various issues related to treatment and intervention that are present during the course of their training.

Monday afternoons are spent in didactic training, Write Club and/or other training related activities. Additionally, seven Friday afternoons are reserved for the Council of Houston Area Training Sites (CHATS) training.

Additional Training Experiences

Council of Houston Area Training Sites (CHATS)

CHATS is a consortium of Houston area APA-accredited intern sites, comprised of the Baylor College of Medicine- Pediatrics; Baylor College of Medicine- Psychiatry & Behavioral Sciences; Children' Assessment Center; Cypress-Fairbanks I.S.D.; Harris County Juvenile Probation Department; Michael E. DeBakey Veterans Affairs Medical Center, University of Houston Counseling & Psychological Services; and the University of Texas Health Science Center McGovern Medical School. Approximately seven times throughout the internship year, interns attend didactic training and networking workshops hosted by CHATS and each training site. The focus of CHATS trainings are on areas pertinent to all psychological service providers and not on training specific to any training field/program. Past CHATS events have included topics such as legislation and psychology, EPPP preparation, human trafficking and professional burnout. CHATS training courses are on Friday afternoons, seven times per training year. Four training courses are in-person and three trainings are virtual.

Value Based Clinical Practice Projects

These projects are aimed at strengthening self-awareness, competence, sensitivity and critical thinking. To help achieve these goals, several self-awareness, self-reflection and staff paired discussion activities will be completed throughout the internship training year.

Family Interaction Training Clinic

Interns provide family therapy services in the evening one day a week to families from the district. Services are rendered at minimal cost to the parents. Interns are expected to complete a year in the FIT Clinic. either through the primary FIT Clinic or through Incredible Years parenting groups offered in the spring. Interns play an integral role in referral review, treatment planning, and progress monitoring. Finally, in addition to live staff and peer supervision during sessions, interns are provided weekly small group supervision with the FIT supervisors.

Write Club

Write Club is the CFISD Psychology Department's research group with the primary goal of helping interns gain competence in research related activities. Write Club provides interns with time to focus on critically evaluating research and other scholarly activities. Meetings are conducted to discuss research interests, review journal articles, and monitor the progress of ongoing projects. Interns present articles to demonstrate their ability to both critically evaluate and disseminate research. Write Club also helps interns navigate data collection and dissemination as practitioners through Action Research Projects. Additionally, Write Club hosts panel discussions on relevant topics. These include panel discussions on culturally responsive research and practices, the research-to-practice gap, and an academia panel that discusses the roles of those in university work. Finally, Write Club spends a portion of time focusing on the topic of program evaluation, with interns reading about and hearing a presentation on Getting to Outcomes, a program evaluation model.

Early Childhood Special Education (ECSE)

The ECSE emphasis is available for interns interested in evaluation experience with preschool-age children not yet enrolled in school, who are referred by their parents or the community (e.g., from Early Childhood Intervention, or ECI) for concerns related to Autism Spectrum Disorders and behavior problems. Interns primarily complete screenings and evaluations as a multidisciplinary team involving educational diagnosticians and speech-language pathologists. They gain experience using assessment measures for the preschool-age population, working within a multidisciplinary assessment team and with parents, and providing evaluation feedback and recommendations to parents and the IEP committee about special education eligibility and programming, as well as community resources and strategies to support children at home.

Mental Health Intervention Team (MHIT)

MHIT is a multidisciplinary team comprised of Licensed Professional Counselors, Mental Health School Resource Officers, and Licensed Psychologists/LSSPs. Broadly, MHIT is tasked with supporting mental health needs and crisis prevention/intervention efforts district wide. To this end, the MHIT Psychologists focus, in part, on developing and delivering programs and training, consulting with campus personnel during suicide risk and behavioral threat assessments, conducting safety-focused student consultations, responding to campuses following crises, and managing data collection and reporting.

It should be noted that MHIT is a responsive service and specific duties (and the duties of MHIT Interns) vary widely depending on the needs of the district. Interns will be assigned a month of time in which they are first on call when additional crisis response needs are warranted. They will be directly supervised during any crisis response by MHIT psychologists or other campus-based psychologists helping with the crisis response.

Other experiences

In addition to the above, other experiences are provided, such as presenting two-week parenting education series to community parents. Interns also have increased opportunities for research, dissertation, assisting in program development and evaluation, individual projects, and other opportunities agreed upon between the interns and the Coordinator of Interns/Training Director.

Though each intern may have varied experiences, each service provision opportunity is believed to promote the overall aims of the training program and ensure every intern can gain minimal levels of achievement in all nine competency areas required by the Commission on Accreditation.

Supervision

Each intern will typically have two to three site supervisors. Each intern will receive a minimum of two hours of individual, face-to-face supervision per week (per APA guidelines). Typically, this is spread across site supervisors, with one-half-hour of supervisory time spent with each assigned site supervisor for each day assigned with that supervisor/site. Group supervision is provided for four hours on Monday mornings: group supervision, Family Interaction Training Clinic/IY supervision and either Assessment or Treatment group supervision.

Supervision should be regularly scheduled, in-person, weekly with each site supervisor. Supervisor cohorts are asked to ensure each intern receive their two hours of in-person supervision each week. If a supervisor and/or intern cannot meet at the regularly scheduled time, the first step would be to try and reschedule supervision that week at a mutually agreeable time. If they cannot find a time to meet, then the other supervisors for that intern should be contacted to see if they can meet with the intern to ensure their time is met. If a mutually agreeable time cannot be found with the other supervisors, then the training director should be contacted to provide supervision. Telesupervision may be used for individual supervision when unusual circumstances would prevent in-person supervision (noted below under Distance Education Technology). Non-scheduled consultation and crisis coverage should continue to be addressed through direct supervisors, the training director or other consulting psychologists as the need arises.

Interns will work with and be accountable to site supervisors together with the Intern Coordinator/Training Director and the Coordinator of Psychological Services. Supervisors act as role models for interns throughout their training experience.

Interns will be provided with opportunities to apply the knowledge of supervision in direct and simulated practice. The internship program uses peer supervision with its FIT Clinic/IY. Role play scenarios are used during supervision didactics. Interns will apply the skill of observation, evaluating and giving guidance and feedback during the internship training year.

Distance Education Technologies

- Training- Interns typically engage in face-to-face training. However, there are some trainings that involve panelists from different areas of the country or from various training programs (i.e. CHATS). When these trainings occur, distance learning technology in the form of Microsoft Teams or Zoom may be used. Each intern is assigned a Teams and a Google Meet account through the school district at the start of internship. These accounts are accessible through their district sign-on. Only users with invited links or passcodes can enter a waiting room. Access is granted by verifying username. Interns are expected to use both audio and camera during training.
- Service provision- Each intern is assigned a Google Meet and a Microsoft Teams account. These accounts are a licensed account and accessible through their district sign-on. Interns may engage in Individual Education Program meetings (per parent request) and staffings with other district personnel. Parent interviews for assessment may occur via virtual means if parents request this in place of an in-person meeting.
- Supervision- In-person supervision is expected for two hours of individual supervision each week. When unusual circumstances prevent supervision from occurring in person, the use of telesupervision (including synchronous audio and visual format) may be used as long as it does not total more than one hour a week of individual supervision or two hours of the required four hours of total supervision each week. Unusual circumstances include personal or family illness, quarantine or unplanned travel. Telesupervision should only occur after in-person supervisory relationships have been established. When necessary, telesupervision can be used to ensure interns continue to receive feedback and guidance in their practice, ultimately ensuring internship aims continue to be met. Telesupervision should be documented as telesupervision on logs. Privacy and confidentiality will be utilized as with in-person supervision.

Requirements for Successful Internship Performance

Profession-Wide Competencies

Attainment of PWCs are required for successful internship completion. Each of these areas include:

- Research
- Ethical and legal standards
- Individual and cultural diversity
- Professional values, attitudes and behaviors
- Communication and interpersonal skills
- Assessment
- Intervention
- Supervision
- Consultation and interprofessional/interdisciplinary skills

Goal Setting:

Interns are asked to set goals for the year that fit within the framework of the internship experience. These goals include training and experiences specific to the profession wide competencies, professional development, community outreach, and professional presentations. These goals are set to help individual the internship training experience for both the training needs of each intern as well as the opportunity to continue to grow passion areas. Progress on individual goals are reviewed formally at quarterly evaluation sessions and on an on-going basis during individual and group supervision.

Intern Performance Evaluation and Feedback

Informal, verbal and/or written evaluative feedback will be provided by each site supervisor at the completion first and 3rd quarter of internship. A formal, written evaluation will occur at the finish of the second and fourth quarters. This evaluation will be based on written evaluations from site supervisors, group supervisors, FIT Clinic supervisors, Write Club supervisors and the Internship Coordinator/Training Director. Copies of these evaluations will be forwarded to the directors of interns' university training programs. Evaluation criteria are based on profession wide competency requirements. All evaluations are based in part on direct observations (either live or electronic) of the intern providing psychological services.

A copy of the evaluation form will be given to interns at the beginning of internship. Interns will be notified of any substantive changes to the evaluation form in advance of any evaluation.

Adequate Progress and Minimal Levels of Achievement for Successful Completion of the Training Program

Interns are formally evaluated by their site supervisors, FIT Clinic supervisors, Write Club supervisor and the Intern Coordinator/ Training Director two times a year. Interns may obtain a score of Novice (1); Beginner (2); Advancing Toward Competence; (3); Competent (4); Proficient (5) or Autonomous (6). For an intern's mid-year evaluation an intern should have a domain competency average of 3 (Advancing) or higher for each profession wide competency. If any domain averages below three the site supervisors will list specific, quantifiable goals to reach success by the end of internship.

The minimal level of achievement expected for an intern to successfully complete the program is a domain average of 4 (Competent) or higher across each competency and a score of 4 (Competent) for each element evaluated. A score of 4 (Competent) indicates that the intern has demonstrated the knowledge and skill level expected for the end of internship training and is ready for entry level practice and licensure. Readiness for entry level practice is defined as the ability to independently function in a broad range of clinical and professional activities, the ability to generalize skills and knowledge to new situations and the ability to self-assess when to seek additional training, supervision or consultation.

Absence from Duty

Interns will be given 5.5 sick days and 5.0 personal days for the internship training period. The district makes all leaves available at the beginning of the fiscal year. Any absences beyond accumulated and available paid leave will result in deductions from the employees' pay. Medical certification of reason for absence should be submitted if absent more than three consecutive workdays because of personal or immediate family illness.

Intern absence request forms should be used for all personal leave requests and for sick leave when known in advance, such as scheduled doctor's appointments. A prior approval absence request is completed via this google form: <https://forms.gle/vCE35fPfgYn2AAsa8>.

All steps must be followed on the form, including email respective supervisors, Administrative Support for Director of Psychological Services and Intern Coordinator of absences. The intern should put all absences in the district absence system (Frontline: <https://humanresources.cfisd.net/current-employees/leave-information>). Campus personnel should be informed in advance of any absences as indicated by site supervisor.

For unplanned absences, such as illness of self or immediate family member, communication with your site visitor (for campus being missed), training director and Administrative Support for Director of Psychological Services should be made before start of workday or as soon as possible. Absences should be put in the district's absence system (see prior paragraph).

Interns may be eligible for temporary disability leave for medical conditions including pregnancy and maternity leave. Interns should be aware that any consecutive absences beyond 30 days may make it challenging to meet the sequential, cumulative and graded in complexity component of a 10-month year training program. Any absences requiring extended leave should be discussed with training director, in advance, and as soon as possible of known need for leave.

Record Retention and Requests

Intern records are maintained permanently. These records include the Intern Training Plan (a record of the interns' training experiences), mid and end of year evaluations, training log, and certificates of internship completion.

Requests for Verification of internship should be submitted to current training director. Requests for verification of internship/hours will typically be fulfilled within 10 school days of request. Additional processing time may be needed if requested during a school holiday, especially during summer months.

Identification and remediation of insufficient competence and/or problematic behavior

Informal Process and Chain of Command:

1. The psychology services staff member with the concern should first directly discuss the problem with the intern involved in an informal discussion (consistent with APA ethical and professional guidelines: <http://www.apa.org/ethics/code/>).
2. If the concern is not addressed through informal discussion, then a formal written remediation plan can occur. This may be done through the Intern Evaluation that occurs two times per year, or at any point a remediation plan needs to be addressed. The Intern Coordinator/Training Director would be informed of the concern and would also communicate with the university supervisor. Goals for remediation would be created, and a review would be set to occur no less than quarterly.
3. At any point in this chain, it may be appropriate to involve the intern's university department in the resolution process.
4. When this informal process is inadequate to address the problem, a formal due process may be engaged. Interns have a right to file a complaint/grievance for results of any actions taken. When this informal process is inadequate to address the problem, a more formal due process may be engaged (see CFISD Employee Handbook: Chapter 13- Employee Complaints: <https://humanresources.cfisid.net/employee-resources/employee-handbook>). Interns have a right to file a formal grievance and ask for due process at any time. Board Local Employee Complaint/Grievances policy can be found: <https://pol.tasb.org/PolicyOnline/PolicyDetails?key=587&code=dgba#legalTabContent> .

Intern Grievances

A psychology intern who has a problem or grievance about any aspect of the internship experience may seek informal resolution of the grievance. When informal attempts are inadequate in sufficiently addressing the grievance, a more formal procedure is available. For formal grievance procedures please see the Employee Handbook: Chapter 13- Employee Complaints: <https://humanresources.cfisid.net/employee-resources/employee-handbook>). Interns have a right to file a formal grievance at any time. Board Local Employee Complaint/Grievances policy can be found: <https://pol.tasb.org/PolicyOnline/PolicyDetails?key=587&code=dgba#legalTabContent> .

Outlined below is the informal process to address a psychology intern's grievance:
Potential grievances may arise from various sources including but not limited to:

- Problem with a peer
- Problem with support staff
- Problem with immediate site supervisor
- Problem with FIT clinical supervisor
- Problem with other Psychological Services staff members
- Problem with other CFISD employees
- Problem with Internship Coordinator/Training Director
- Problem with Psychological Services Director
- Problem with some aspects of the internship program

Informal Process and Chain of Command:

1. The psychology intern should first directly discuss the problem with the individual involved (consistent with APA ethical and professional guidelines: <http://www.apa.org/ethics/code/>).
2. If the grievance is regarding an aspect of the internship program, this should first be discussed with the intern's immediate site supervisor and the Internship Coordinator/Training Director. If the grievance is about individually based clinical work at a campus, the immediate supervisor is the clinical supervisor at that campus. If the grievance is regarding the FIT Clinic the immediate clinical supervisor is the psychologist supervising the FIT Clinic.
3. Grievances involving interactions or activities related to aspects of the CFISD Department of Psychological Services internship program should first be addressed with the Psychological Services Department staff (vs. complaining to an outside party), so there is ample opportunity to resolve the problem directly within the primary organizational setting. (This is consistent with APA ethical and professional guidelines and will help to prevent indirect communications, misunderstandings and triangulation between the psychology intern and Psychological Services Department staff.)
4. If the psychology intern has attempted to address the problem directly with the individual involved and has not achieved satisfactory resolution, OR the psychology intern does not feel safe (e.g., sexual harassment) discussing the problem directly with the individual involved, he/she should move to the next person in the chain of communication. The expected chain of communication is noted below:
 - a. Immediate site/clinical supervisor
 - b. Internship Coordinator/Training Director
 - c. Department of Psychological Services Director

5. At any point in this chain, it may be appropriate to involve the intern's university department in the resolution process. However, this decision should be made jointly with the psychology intern and a Psychological Services Department staff member (e.g., Immediate site/clinical supervisor, Internship Coordinator/Training Director, etc.).
6. When this informal process is inadequate to address the problem, a more formal due process may be engaged (see CFISD Employee Handbook: Chapter 13- Employee Complaints: <https://humanresources.cfisdn.net/employee-resources/employee-handbook>). Interns have a right to file a formal grievance and ask for due process at any time. Board Local Employee Complaint/Grievances policy can be found: <https://pol.tasb.org/PolicyOnline/PolicyDetails?key=587&code=dgba#legalTabContent>. Due process includes notice, hearing and appeal.

Intern Retention In unusual circumstances Cypress-Fairbanks ISD may offer retention of an intern to allow for additional time to complete competency requirements, upon mutual agreement with all parties involved, including input from university supervisor and CFISD Human Resources.

Intern Termination

Cypress-Fairbanks ISD may terminate the contract of any intern who violates District policy, please see employee handbook for legal policy for CFISD "Termination of Employment" for reasons of termination.