



**Southwest Behavioral & Health Services
Health Service Psychology Internship
2027 Match Program Brochure
Internship Admissions, Support, and Initial Placement Data
Due Process and Grievance Procedures**

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AMERICAN
PSYCHOLOGICAL
ASSOCIATION

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.

Questions related to the program's accreditation status should be directed to:

Office of Program Consultation and Accreditation

American Psychological Association

750 First Street, NE

Washington, DC 20002-4242

Phone: 202-336-5979 Email: apaaccred@apa.org

Web: www.apa.org/ed/accreditation

**Southwest Behavioral & Health Services
3450 N. Third Street
Phoenix, AZ 85012**

INTRODUCTION

Southwest Behavioral & Health Services (SB&H) is one of Arizona's largest provider of publicly funded behavioral health services. SB&H was established in 1969 as a federally funded program under a partnership known as St. Luke's-Jane Wayland Community Mental Health Center. In 1974, it was incorporated as a nonprofit organization known as Phoenix South. In 1995, the name officially changed to Southwest Behavioral Health Services when Phoenix South merged with Community Behavioral Health, thus making SB&H the largest community-based behavioral-health provider in Arizona. As the demand for mental health services increased, SB&H has grown into a region-wide provider of services with clinics and programs in Tempe, Mesa, Buckeye, Bullhead City, Kingman, Flagstaff, Prescott, Payson, and multiple sites in the Phoenix metropolitan area. In 2015, the organization underwent another name change, adding "&" between Behavioral and Health to reflect the developing focus on integrated care thus making the name Southwest Behavioral & Health Services. SB&H's range of services includes outpatient services for adults, adolescents, and children, community living programs, in-home services, substance abuse programs, school-based programs, prevention programs, and crisis recovery services. The Commission on Accreditation of Rehabilitation Facilities (CARF) accredits many of SB&H's programs.

In addition to being a comprehensive service provider, SB&H has been the recipient of numerous awards over the years. For five consecutive years, the organization has received the Platinum Award for the Healthy Arizona Worksites Program (HAWP) with the most recent award being in 2025. In 2018, SB&H received the Healthcare Leadership Award from AZ Business Magazine for Outstanding Achievement in Behavioral Health Management or Treatment. SB&H was also the recipient of the 2018 Healthy Arizona Worksites Gold Award honoring the company's worksite wellness program strategies. SB&H is honored to be included in Phoenix Business Journal's 2018 Healthiest Employers for Midsize Companies, thanks to our comprehensive corporate wellness program. In 2016, SB&H received the Psychologically Healthy Workplace Award from the Arizona Psychological Association and the Arizona Corporate Excellence Award for fastest-growing private company by the Phoenix Business Journal.

HEALTH SERVICE PSYCHOLOGY INTERNSHIP

Practitioner-Scholar Philosophy

Southwest Behavioral & Health Psychology Internship program embraces the philosophy of the Practitioner-Scholar model of training which grew out of the conference on Professional Training in Psychology held in Vail, CO in 1973. At the heart of this model is the development and honing of clinical skills required of professional psychologists, including clinical interviewing, member advocacy, treatment planning, and therapeutic interventions, as well as consultation, community outreach, and advancements in research and practice standards.

Internship Program

Internship is the year that bridges the space between being a student of psychology and being a professional psychologist. As such, the program is designed to meet the increasing skill level of the intern, approaching training and supervision from a developmental model. At the start of the internship, all interns will participate in the New Employee Orientation (NEO) to acclimate them to the agency. Clinical Week encompasses the second week of the internship year, training interns on various clinical activities such as the Initial Engagement Session, service planning, safety support planning and recovery-oriented/strength's based clinical work. The program is sequential, cumulative and graded in complexity. Thus, supervision in the initial months of internship is more directive, allowing interns to gain skills needed to be successful. Directive supervision, for example, may take the form of assisting interns understand clinical data to develop a service plan; it may take the form of recommending and modeling or teaching a specific intervention. As the intern gains confidence in clinical skills, supervision

typically shifts to having the intern present cases and review the effectiveness of the intern's intervention strategies.

All internship positions for the 2027-2028 training year begin Monday, August 16, 2027 and end on Friday, August 11, 2028. The internship program consists of **2000 hours over 12 months** and encompasses training, group and individual supervision, and didactic experiences designed to meet the APA Standards of Accreditation, and Arizona licensure requirements. Licensure requirements vary from state-to-state, so prospective interns are encouraged to be knowledgeable regarding the requirements of other states.

Interns are expected to make a full-time commitment to their training and honor the schedule they develop with their supervisor to ensure that they meet their training requirements of 2000 hours. The internship year is a rigorous experience and requires the intern to be fully present and open to all that the year offers in terms of skill development, training and supervision. As such, additional employment outside of the internship is highly discouraged as it contributes to burn out, reduces the opportunity for interns to engage in self-care, fosters difficulty for interns to fully commit to the internship training year, and at times it presents a conflict in priorities.

Please note that all internship positions are an "in person" experience. There are no work-from-home arrangements and no hybrid training experiences are offered. When telehealth is utilized, the intern conducts the session from the site/office. The only exception for a work-from-home or a hybrid schedule, is if an intern has a documented disability and the intern has had accommodations approved by participating in the formal process through the SB&H People Experience (PE) department. Accommodations are approved by PE on a case-by-case basis. For more information, please contact Dr. Lynette Livesay at lynettel@sbhservices.org

INTERNSHIP POSITIONS

In all areas of service, SB&H supports the belief that all individuals possess personal strengths, interests, and desires, and are capable of live fulfilling and rewarding lives. Thus, SB&H embraces a strengths-based, recovery oriented, community-integrated approach to treatment.

Description of Internship Tracks

- ***Community Living Program (NMS #203516)***

The Community Living program offers the opportunity for interns to learn how to assist adults with behavioral health interventions in a variety of settings, in the greater Phoenix area. A key component of this placement is assisting adults with community integration and resolving behavioral issues so that individuals may gain greater community independence. Services are designed to build upon an individual's strengths, and provide community supports. Services are provided in the member's home, residential facilities, and the community. Interns will gain proficiency in working with voluntary and court ordered adults, addressing substance abuse issues, assessing and treating a variety of psychiatric symptoms, and navigating public health systems within Maricopa County to increase member supports and resources. As part of a multidisciplinary team, interns will engage in coordination of care, member advocacy, treatment planning and programming with an integrative approach. The intern may also have opportunities to provide input on program development and to facilitate training and supervision to direct care staff. Interns conduct intake assessments, provide individual counseling, facilitate groups, and participate in community-based activities.

- ***Inpatient Units (NMS #203514)***

The inpatient units are 24-hour, Level One, secured facilities located in Phoenix, Arizona. Members admitted to the inpatient programs are typically considered a danger to self or others and are unable to function in the community. The interns provide behavioral health interventions for individuals experiencing a behavioral health crisis who require a structured, non-hospital setting. Services are designed to build upon the member's

strengths while working to minimize escalation of behaviors that will lead to a more restrictive setting. Interns are part of a multidisciplinary team consisting of prescribers, nurses, and behavioral health technicians. Interns have opportunities to assess and treat adults manifesting a variety of psychiatric symptoms and diagnoses. Interns will gain proficiency in working with individuals as they work to resolve mental health crises and stabilize over a 3-5 day and/or 60-90 day period of time. Daily group and individual therapy sessions are facilitated by interns.

- ***Outpatient Clinic***
Maricopa County, Arizona (NMS #203513)
Northern Arizona- Flagstaff and Prescott Valley sites (NMS #203517)

The outpatient clinics serve members who reside in various urban and rural parts of Maricopa County, as well as in the northern Arizona region in Flagstaff, and Prescott Valley, Arizona. The clinics serve all age ranges of members from birth through adulthood. The intern provides comprehensive behavioral health services including Initial Engagement Sessions, individual counseling, family/couples counseling, and group counseling. Coordinating care with the member's primary care physician and other providers is essential and assists the intern in becoming adept at an integrated model of care. The intern works as part of a treatment team that includes the program director, case managers, clinicians, family coaches, and prescribers. Services are provided in both the outpatient clinic, telehealth, as well as the member's home, as needed. For the Flagstaff and Prescott Valley locations, the intern will have the opportunity to work in both the outpatient clinic, as well as the opioid replacement services clinic.

- ***School and Community Based Counseling Services (NMS #203519)***

The School and Community-Based Counseling Services program provides comprehensive behavioral health services to youth and their families in school and community settings in the greater Phoenix area. All behavioral health services are developed in collaboration with the youth and family and are created to be flexible and adjustable as the youth and family progress and grow. The intern works collaboratively with school staff and families to provide not only individual, group, and family counseling, but helps identify supports needing to be developed and implemented in the home and school environment to help children reach their potential. As part the Child and Family Team (CFT) process, the intern meets with members on the child's clinical team to assess and monitor goals that drive the overall need for development. During school breaks, the intern will assist in facilitating groups and other mental health related activities on the school campus and may also provide in-home services.

Contact hours

- ***Direct Contact***

Over the course of the training year, interns will spend a minimum of 500 hours in direct contact with members. Interns typically earn more than the minimum requirement as there are many robust opportunities to have direct contact with members.

Direct contact takes the form of:

- performing Initial Engagement Sessions (IES)
- conducting individual, family, couples and group therapy, as well as providing case management services
- psychological testing and assessment (varies depending on the track and is not a major emphasis at this time)
- formulating service plans and safety support plans with the member
- participating in treatment team meetings and case staffings with the member present

- **Indirect Contact**

Interns have duties requiring indirect contact hours. This time is divided between the supervision and didactic training portions of the internship (a total of six to eight hours per week) and meeting the administrative needs of working in a community-based mental health system. These include documenting treatment sessions and communications between treatment team members, completing discharge summaries, attending site staff meetings, supervision and didactic trainings.

CORE COMPETENCIES

The SB&H interns receive a wide range of training experiences over the course of the internship year. Through supervision, colloquia series, and training, interns will have ample opportunities to achieve the required profession-wide competencies outlined in the Standards of Accreditation for Health Service Psychology: (1) Research (2) Ethical and legal standards (3) Individual and cultural diversity (4) Professional values, attitudes, and behaviors (5) Communication and interpersonal skills (6) Assessment (7) Intervention (8) Supervision and (9) Consultation and inter-professional/interdisciplinary skills.

Evaluation of Competencies

It is expected that interns will improve their competencies over the course of their training year. The Primary Supervisors and Training Director are committed to assisting interns gain competencies needed to be successful psychologists. Throughout the year through group and individual supervision, the supervisors will informally assess interns' areas of competence and provide feedback as needed. Evaluation of intern performance will include live observation and/or review of audio/video recordings. Twice a year interns will receive a formal written evaluation of their competencies. A copy of this evaluation is sent to the intern's sponsoring graduate program.

Inclusivity, Diversity, Equity and Acceptance (IDEA) Committee Participation

As a means of encouraging and supporting social justice related work, each intern will participate on the SB&H Inclusivity, Diversity, Equity, and Acceptance (IDEA) Committee. This will include attending the monthly meeting for a specified number of months, and volunteering for one community service event. Past events have included the Missing & Murdered Indigenous People Awareness Day, the Rainbows Festival, Phoenix Pride Parade and Block Party, Arizona Two-Spirit Powwow, Community Connection Fair, Mask Alive Festival, NAMI Walks Valley of the Sun, and the Jesse Owens 5K Run/Walk.

Formal Case Presentation

Interns will prepare one formal case study which will be presented to the psychology training program during spring/summer colloquium. Interns will be expected to develop a case conceptualization based on a theory, present a video recording of a portion of a session, and discuss the interventions.

Psychology Presentation

In honor of demonstrating the intern's ability to critically evaluate research and independently disseminate research and other scholarly activities to others, all interns will prepare and present one formal training opportunity for SB&H staff. The presentation will be research-informed and be four hours in length. Interns may co-present with a peer. Past presentations have included topics of cultural diversity, however the intern may present on a topic of choice as long as it is in line with a public behavioral health/integrated care/recovery-oriented philosophy. Past topics are listed on page 12 of this brochure.

DIDACTIC TRAINING

Colloquium

The program requires interns to have a minimum of 100 hours of didactic training. Interns will earn some of these hours through Colloquium, which they must attend every Friday from 9-11am. Colloquium expands on and

complements the interns' on-site learning experiences. Topics that are addressed include ethical and legal issues, clinical skills, treatment approaches, multicultural/diversity topics, self-care, and other special topics pertaining to psychologists. Past speakers and topics are listed on page 11-12 of this brochure.

Additional Training Seminars

Interns also have the opportunity to attend a few specialized trainings throughout the year. The offerings differ from year to year. Past selections have included The Arizona State University Training Conference, as well as various cultural competency presentations and workshops offered within SB&H.

Use of Distance Education Technologies for Training

Colloquium is an "in-person" training experience for all interns. SB&H offers additional training opportunities that may take place virtually through Zoom or Teams.

SUPERVISION

Supervision is integral to professional development. The interns receive multiple forms of supervision and training during their internship. Psychologists associated with the Training Institute and licensed to practice independently will provide a minimum of two hours of weekly individual supervision and two hours of weekly group supervision for each intern. During individual supervision, interns and the supervisor will review cases, treatment planning, intervention strategies, and other relevant issues. The supervisor will also review the intern's documentation of cases, and if necessary, advise the intern on appropriate conduct. The two hours of group supervision per week, facilitated by the Training Director, provides a forum for interns to present cases, discuss current research, and consult with the other interns.

Use of Distance Education Technologies for Supervision

All individual and group supervision takes place "in-person, "face-to-face." One exception to this is if coverage is needed by a supervisor who is not in the geographical area of the intern, in the case of the primary supervisor being on vacation or away from internship for whatever reason. Tele-supervision is made available using Zoom or Teams.

Evaluation Process

Interns will receive ongoing verbal feedback from their supervisors throughout their tenure at SB&H. Interns receive a formal written evaluation by their supervising psychologist of their professional development at the midpoint and endpoint of their internship year. Interns will be evaluated on their professional development, including adherence to ethical standards and legal professional guidelines, development of professional skills and competence, utilization of and approach to supervision, approach to professional growth, ability to function independently, and ability to manage time effectively. A copy of formal evaluations will be submitted to the Director of Training at the Intern's educational institution. Interns are also asked to evaluate the training program and their supervisor twice a year by submitting a written evaluation. Feedback from interns is used to make changes to the program that will enhance the internship experience for current and future interns.

Due Process, Appeal Process, and Grievance Procedure

SB&H holds a strong commitment to developing psychologists who demonstrate high levels of professionalism and clinical skills. Internship is a rigorous experience, which demands that interns continually apply themselves to all aspects of the professional development over an extended period of time. Interns are required to conduct themselves in an ethical, legal and appropriate manner at all times both while at work, and outside of work. Unprofessional conduct is behavior inconsistent with the identity of a professional psychologist, and will be addressed with an intern, should the issue arise over the course of the training year. At the beginning of the training year, all interns are provided with the written Due Process and Appeal Process which addresses the

program's approach for dealing with intern unprofessional conduct and problematic behavior. Interns are also provided the written Grievance Procedure which is utilized when an intern has a complaint against the internship program. Both policies are located at the end of this brochure for reference.

CERTIFICATE OF INTERNSHIP COMPLETION

Upon completion of the training year, interns will be awarded a certificate from the SB&H Training Institute indicating the intern has satisfied all internship requirements. Interns must complete at least 2000 total internship hours, including at least 500 direct contact hours before being awarded a certificate of completion.

FINANCIAL SUPPORT AND BENEFITS

Full-time interns receive an annual stipend of \$35,000.00 to be paid in increments every two weeks throughout their internship year. Health, vision and dental insurance plans are available to interns and these benefits go in to effect on October 1st of the training year. Eighty hours of Paid Time Off, and paid holidays are counted as compensated hours. No leave time will be granted during the last two weeks of the training year. Parental leave is offered in accordance with the APPIC Guidelines for Parental Leave During Internship and Postdoctoral Training document dated 10/1/2015. In cases where the intern has used all allotted Paid Time Off and an emergency or other extenuating circumstance arises requiring the intern to take additional time away from the program, that time will be unpaid and the intern will be required to extend the training year past the original end date to ensure the intern earns 2000 hours. Circumstances in which the intern is absent from internship for a significant amount of time over and above the allotted 80 hours, and aside from the need for parental leave, will be dealt with on a case by case basis.

APPLICATION INFORMATION

Eligibility

Doctoral psychology students in clinical, educational, school, or counseling psychology who have met their institution's requirements for internship are invited to apply to the SB&H Doctoral Internship in Psychology program. At a minimum, applicants will have completed 250 direct/face-to-face intervention hours, 50 direct/face-to-face assessment hours, and have completed at least two practica. Advanced practicum experience and experience in community mental health is highly preferred, though not required. Ideal applicants will indicate a strong desire to work in public behavioral health. The program is committed to recruiting and training interns who represent a variety of ethnic, racial, gender and personal backgrounds.

The Training Institute follows traditional psychology clinical preparation requirements. These are the standards required by APA as well as the State of Arizona Board of Psychology Examiners. Applicants are required to have completed an APA approved (or equivalent) course of study which covers the identified core competencies.

Application Process

Southwest Behavioral & Health Services is a member of Association of Psychology Postdoctoral and Internship Centers (APPIC), and participates in the National Match. <http://appic.org/>

The application deadline is Wednesday, November 11th, 2026. Applicants should specify in the cover letter their internship track preferences: Inpatient Unit, Community Living Program, School and Community Based Counseling Services, and/or Outpatient Clinic (Maricopa County and/or Northern Arizona). More than one preference may be specified and ranked.

A complete application includes the following items:

1. The APPIC Application of Psychology Internship, provided by APPIC (www.appic.org), completed in its entirety, including the essays
2. Official transcripts of all graduate work
3. Three letters of recommendation from psychologists or other professionals familiar with the applicant and the applicant's work, utilizing the APPIC Standardized Reference Form
4. One work sample is highly recommended as part of the application. Ideally, this would be an assessment report that addresses, at minimum, background information, current behavioral observations, results of a psychological test battery, and formulation of the case. Please protect anonymity of the member.

Notifications and Interviews

All applicants will be notified via email of their application status by Wednesday, November 25th, 2026. All applicants who have been selected to interview will be invited to attend various virtual open house meetings the week of December 7th, 2026 to learn more about the overall internship program as well as each specific track. All applicants who have been selected to interview will also be offered a virtual interview with two SB&H supervising psychologists, or a supervising psychologist and post-doctoral resident. Interviews are conducted using Teams or Zoom. No in-person interviews will be offered. For those applicants who do not have access to Teams or Zoom, a phone interview will be offered. Interviews will take place on Friday, January 8th, and Monday, January 11th, 2027. Interviews take approximately 30-45 minutes and each applicant is asked a standard set of questions.

Placement Screening Requirements

As a condition of becoming an intern and remaining an intern for the duration of the training year applicants must meet and adhere to certain background requirements. SB&H will perform a background investigation (which may include professional references, criminal history, civil history, sex offender search, social security number verification, education verification, OIG exclusionary clearance, driving history, vehicle insurance verification, drug screening test and TB test). The internship offer will be contingent upon completion of an eight-panel drug screen which consists of the following: Amphetamines, benzodiazepines, barbiturates, cocaine, methadone, opiates, phencyclidine (PCP) and propoxyphene. In addition, in case of reasonable suspicion, the company reserves the right to expand the list of drugs included in the screening process. Failure to submit a urine sample or if the analysis reveals the presence of drugs or other controlled substances, the opportunity to train as an intern at SB&H is immediately and wholly revoked. A fingerprint clearance card is also required.

Drug and Alcohol Company Policy

It is the policy of SB&H to maintain a drug-free and alcohol-free workplace so that staff may have safe, healthy and productive conditions in which to work, and to ensure its customers and members receive high quality services. The use, consumption, sale, purchase, possession, manufacture or distribution of illegal drugs and/or drug paraphernalia and/or marijuana and alcohol while at internship, while on SB&H property, while engaged in SB&H business or during hours of employment is strictly prohibited. Interns are further prohibited from being on SB&H property, reporting to work or working while under the influence or impaired by the use of drugs or alcohol.

Equal Opportunity Employer

SB&H is an equal opportunity employer. Selections for the internship positions are made without discrimination for any non-merit reason, including, but not limited to, age, race, color, religion, disabilities, national origin, political affiliation, gender, sexual orientation, and marital status. Reasonable accommodations in facilities and work expectations will be made for individuals with limitations if the individual would be able to perform the job satisfactorily given appropriate accommodations. If an applicant requires special accommodations in order to complete the application/interview process, the applicant should contact Dr. Livesay, via email at

lynettel@sbhservices.org

DOCTORAL TRAINING FACULTY

Lynette Livesay, Psy.D. (she/her)

Dr. Lynette Livesay is the Chief Psychologist for the SB&H Doctoral Psychology Internship Program. She earned her Doctor of Psychology with a minor in Forensic Psychology from the Illinois School of Professional Psychology and completed her doctoral internship with the Federal Bureau of Prisons, Metropolitan Detention Center in Los Angeles, California. She earned a Bachelor's degree in Family Studies from Arizona State University and a Master's degree in Counseling from the University of Phoenix. Her postdoctoral hours towards licensure were completed at Southwest Behavioral & Health Services at the Crisis Recovery Unit. She currently serves on the Arizona Board of Psychologist Examiners. Previously she was the Program Director for the Erickson Clinic in Phoenix, Arizona where she supervised doctoral practicum students, doctoral interns and postdoctoral residents. She worked as a psychologist for the Arizona Department of Corrections and Associate Director of Clinical Operations for Treatment Assessment Screening Center. She is an approved site visit chair for the American Psychological Association Commission on Accreditation and has served as a mentor for the Association of Psychology Postdoctoral and Internship Centers. In 2016 she was nominated for the Phoenix Business Journal Healthcare Hero Award for Healthcare Education. Her professional interests are gender specific treatment, self-care/prevention of burnout, correctional psychology, and public health.

Leslie Montijo-Tai, Psy.D. (she/her)

Dr. Montijo-Tai is a licensed Clinical Psychologist in the state of Arizona and an Administrator of Clinical Education for SB&H. She received her doctoral degree from The Arizona School of Professional Psychology at Argosy University in 2015. Dr. Montijo-Tai also holds a master's degree in clinical psychology from The Arizona School of Professional Psychology at Argosy University. She has previous experience working in forensic psychology, neuropsychological rehabilitation, community mental health and school-based settings with extensive experience working with children, adolescents, and families. She has further experience providing psychological evaluations for diagnostics of autism and for various government settings including veteran services, state disability services and child protective services. Dr. Montijo-Tai has worked in many integrated and multidisciplinary environments and served as a psychology consultant in hospital settings. She has provided clinical supervision to doctoral interns, practicum students, and master's level counselors and social workers.

Diana Chaidez, Psy.D. (she/her)

Dr. Diana Chaidez is a bilingual licensed clinical psychologist working as Administrator of Clinical Education for SB&H. Dr. Chaidez focuses on providing clinical supervision to psychology interns, and practicum students, as well as supporting the training program. She earned her doctoral degree from Adler University with an emphasis in Adlerian Theory. She obtained her bachelor's degree in psychology with a double minor in sociology and philosophy from Ohio University. Dr. Chaidez completed her doctoral internship and post-doctoral residency with SB&H. She has experience working in various settings including in-patient hospitals, outpatient clinics, and school-based settings. Dr. Chaidez's experience ranges over the lifespan but has a clinical interest in working with children and adolescents. She has extensive experience working with Latino families and providing therapeutic services in Spanish. Her dissertation explored the impacts of Machismo on Latinas.

Rielly Lawry, Ph.D. (she/her)

Dr. Rielly Lawry is a psychologist, a primary supervisor for the Doctoral Psychology Training Program at SB&H, and the Program Director for the Flagstaff Outpatient and Opiate Replacement Clinics. She received her doctorate in counseling psychology from Northern Arizona University in Flagstaff, AZ. She completed both her APA- accredited doctoral internship and post-doctoral training at the Flagstaff Outpatient and Opioid Replacement clinics of SB&H. Dr. Lawry has many years of experience working with members from diverse backgrounds in the rural area of Northern Arizona, maintaining an active caseload of children, adults, couples, and families and facilitating therapy groups. Dr. Lawry has experience in conducting psychological assessments for diagnostic and eligibility evaluations along with various pre-surgical evaluations. She operates from a

strengths-based perspective and believes that collaborating with members and fostering empowerment and self-determination are the most important aspects of working in a community-based mental health setting.

Nicole Wolf, Ph.D. (she/her)

Dr. Nicole Wolf is a licensed psychologist and a primary supervisor for the SB&H Doctoral Psychology Internship Program. She earned her Ph.D. in Clinical Psychology at the University of Tennessee. She completed an APA-accredited Predoctoral internship at Allendale Association in Lake Villa, IL, and an APA-accredited Postdoctoral Residency at the Institute of Living in Hartford, CT. Dr. Wolf provides therapy and psychological assessment for children, adolescents, adults, and families at the Flagstaff Outpatient Clinic. She is specialized in Infant and Early Childhood Mental Health and Trauma-Informed Parent-Child Psychotherapy. Her interests include multicultural therapy, therapeutic assessment, play therapy, and trauma-informed care. She has supervised an intensive in-home program for families with young children, and has worked as the training director of two APA-accredited Psychology Internship programs in Minnesota, both embedded within nonprofit, community mental health outpatient centers; Hamm Clinic, specializing in adults, and Washburn Center for Children, specializing in work with children and families. She is passionate about supervision and mentorship, her work as a therapist with individuals and families, and learning and growing through new experiences and endeavors.

Adelina Alkhatib, PsyD (she/her)

Dr. Adelina Alkhatib is a bilingual psychologist for SB&H with the Erickson Outpatient School-Based Program, and she currently supervises doctoral interns. She earned her Doctor of Psychology at Adler University with an emphasis in Child and Adolescent Psychology. Dr. Alkhatib earned a Bachelor's degree in Psychology with a minor in the Psychology of Crime & Justice at Loyola University Chicago. She has experience working in multidisciplinary teams including school systems, an inpatient hospital, and a child advocacy center. Her experience is primarily with children, adolescents, young adults, and families. Dr. Alkhatib has extensive experience working with Latino families and providing therapeutic services in Spanish. She completed her doctoral internship at Southwest Behavioral & Health Services in the school-based track. Dr. Alkhatib continued to earn her post-doctoral hours at SB&H. Her dissertation explored the impacts of childhood and adolescent bullying victimization in college females.

Hydie Henson DiGiovanni, Psy.D. (she/her)

Dr. Hydie Henson DiGiovanni is a licensed psychologist and a training supervisor for the Southwest Behavioral and Health Services Doctoral Psychology Internship Program. She is also the Program Coordinator at the Prescott Valley Outpatient ORS Clinic. Dr. DiGiovanni received her Doctorate in Clinical Psychology from the Chicago School of Professional Psychology. She completed her APA-accredited doctoral internship and post-doctoral residency with SB&H. Dr. DiGiovanni has a wide range of clinical experiences, including working with diverse populations in outpatient community mental health, high risk youth at the Arizona Department of Juvenile Corrections, and with United States Veterans through the Northern Arizona VA Healthcare System. She is passionate about her roles as a psychologist, program coordinator, and supervisor. Her goal is always to provide a safe space conducive to self-discovery and self-acceptance as a catalyst for healing and positive growth.

Sammi Mongold, Psy.D. (she/her)

Dr. Sammi Mongold is a licensed psychologist with the Southwest Autism Center of Excellence (SACE) program at SB&H, where she also supervises doctoral interns. She earned her Doctor of Psychology from The Chicago School of Professional Psychology, Los Angeles, with a concentration in interdisciplinary psychology. She completed her doctoral internship at SB&H in the Community Living track and her postdoctoral residency within the SACE program. Her clinical experience includes individual, family, and couples therapy across the lifespan for individuals with autism spectrum disorder, as well as treatment of co-occurring conditions such as attention-deficit/hyperactivity disorder and obsessive-compulsive disorder. Dr. Mongold's clinical interests include play therapy, art therapy, cognitive behavioral therapy (CBT), and rational emotive behavior therapy (REBT), with a special focus on individualized and developmentally informed care.

PAST PRESENTERS AND DIDACTIC TRAINING TOPICS

Leslie Montijo, PsyD	Play Therapy and Working with Children
Lawrence Sideman, PhD, ABPP	Board of Psychologist Examiners
Adam Fried, PhD	Ethical Issues and Decision-making in Private Practice
Diana Chaidez, PsyD	Adlerian Theory and Positive Discipline Parenting
Frederick Weschler, PhD	Gestalt Therapy
Melissa Flint, PsyD	Companioning Approach to Grief
Greg Shrader, PhD	Under the Rainbow Umbrella
Caitlin Ellis, PsyD	Adverse Childhood Experiences (ACES) and Subsequent Trauma
Hydie DiGiovanni, PsyD	Opioid Replacement Services
Brad MacNeil, PhD	Working with Eating Disorders
Nessa Gulik, PsyD	Managing Your Caseload in Public Health
Vanessa Martinez-Morales, PhD	Working with Latinx Clients
Heidi Lancaster, PsyD	Self-Care and the Helping Professions
Corey Hendricks, PsyD	Mental Health in Old Age
Adelina Alkhatib, PsyD	Treating Trauma in Children and Adolescents Using the ARC Model
Michael Marshall, PsyD	An Introduction to Ericksonian Hypnosis
Leah Phillips, PsyD	Integrative Psychotherapy Skills
Samantha Mongold, PsyD	Theoretical Case Conceptualizations
Celestine Snell, PsyD	Bibliotherapy
Michelle Sambrano	Strengthening Families Framework

STUDENT PRESENTATIONS

Emily Murphy Krisha Regmi	A Lens into How to Support Neurodiverse and Culturally Diverse Youth
Stephanie Orji	Accessibility Basics in Behavioral Health: Supporting Clients with Disabilities

Celeste Martinez Nick Downing	Adlerian Parenting
Carl Bugg	Beyond Words: Bridging Worlds with Communication
Lauren White Brinthy Moorthy	Biopsychosocial Model for Community Mental Health
Lashauna Bellamy	Bridging Worlds: Strengthening Intercultural Relationships
Shirin Aghakhani Kyle Retzer	Clinical Practice in the Digital Age: Supporting Youth and Families
Hannah Mather Parker Turek	Competency in Relational, Couples and Family Work
Courtney James-Atkins Natalie Khoury	Culture & Trauma: Supporting Diverse Trauma Responses
Ben Shannon	Diversifying our Understanding of Autism Spectrum Disorder
Haylee Jeffrey Sloane Olbricht	Imagination, Creativity and Art as a Tool
Sabba Beizai Brady Klapman	Inclusive Language in Healthcare
Tilani Whitley	Navigating Resistance to Therapy with Children and Adolescents
Jose Gonzalez Marcus Haase	The Basics of Psychological Assessment

Internship Admissions, Support, and Initial Placement Data
Date Program Tables are updated: 6/9/2026

Program Disclosures

<p>Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution’s affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values.</p>	<p align="center"><u> </u> Yes <u> x </u> No</p>
<p>If yes, provide website link (or content from brochure) where this specific information is presented: N/A</p>	

Internship Program Admissions

<p>Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program’s policies on intern selection and practicum and academic preparation requirements:</p>
<p>Practicum experience in community mental health is highly preferred, though not required. Ideal applicants will have a strong desire to work in public behavioral health after licensure. Applicants must have a recovery-oriented, strength’s-based approach to member care.</p>
<p>Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:</p>
<p>Total Direct Contact Intervention Hours: <u> N </u> <u> Y </u> <u> x </u> Amount: <u> 250 </u></p>
<p>Total Direct Contact Assessment Hours: <u> N </u> <u> Y </u> <u> x </u> Amount: <u> 25 </u></p>
<p>Describe any other required minimum criteria used to screen applicants:</p>
<p>A minimum of two practicum experiences is required.</p>

Financial and Other Benefit Support for Upcoming Training Year

Annual Stipend/Salary for Full-time Interns	\$35,000	
Annual Stipend/Salary for Half-time Interns	n/a	
Program provides access to medical insurance for intern?	Yes x	No
If access to medical insurance is provided:		
Trainee contribution to cost required?	Yes x	No
Coverage of family member(s) available?	Yes x	No
Coverage of legally married partner available?	Yes x	No
Coverage of domestic partner available?	Yes x	No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	80	
Hours of Annual Paid Sick Leave	Included in PTO	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes x	No
Other benefits (please describe):		
An additional ten paid state and federal holidays for a total of 160 hours (4 weeks) paid time away from internship, dental insurance, vision insurance, pet insurance, Employee Assistance Program (EAP)		

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

Initial Post-Internship Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

	2021-2024	
Total # of interns who were in the 3 cohorts	64	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	2	
	PD	EP
Academic teaching	1	2
Community mental health center	21	n/a
Consortium	2	n/a
University Counseling Center	1	n/a
Hospital/Medical Center	5	n/a
Veterans Affairs Health Care System	3	n/a
Psychiatric facility	n/a	n/a
Correctional facility	2	n/a
Health maintenance organization	1	n/a
School district/system	9	n/a
Independent practice setting	8	3
Other	n/a	4

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

THE SOUTHWEST BEHAVIORAL & HEALTH SERVICES
TRAINING INSTITUTE
DOCTORAL INTERNSHIP PSYCHOLOGY PROGRAM
EVALUATION, DUE PROCESS POLICY and PROCEDURES

This document sets forth the policies and procedures of the Southwest Behavioral & Health Services (SB&H) Training Institute Doctoral Internship Program for evaluating the performance of doctoral psychology interns. It also specifies the policies and procedures for managing problematic performance or problematic conduct, including probation and dismissal, and the procedures for challenging such procedures and decisions. These policies and procedures are intended to be consistent with those of the Association of Psychology Postdoctoral and Internship Centers (APPIC), the accreditation standards of the American Psychological Association (APA), and the Arizona Revised Statutes § 32-2061 et seq. regarding the practice of psychology in Arizona. They emphasize due process and assure fairness in SB&H's decisions about doctoral psychology interns.

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THE EVALUATION PROCESS

The SB&H Training Institute's program for doctoral psychology internships provides for continual assessment of each intern's performance and conduct with reference to the written Training Agreement and Supervision Agreement established between the intern and Chief Psychologist/Training Faculty at the beginning of each internship training year. This agreement is approved by the Chief Psychologist, Primary Supervisors and Chief Executive Officer. Feedback from formal and informal assessments facilitates professional growth by acknowledging strengths and identifying performance or conduct in areas that need improvement.

Evaluation of Intern Progress and Competencies

A formal written evaluation of the intern (Internship Supervisor Evaluation of Doctoral Psychology Intern's Competence) will be completed by the Primary Supervisor twice each training year. The formal written evaluation will be completed at the mid-point and end of each training year and will include written plans for remediation as appropriate. Interns will sign and have an opportunity to comment on each formal written evaluation. Copies of formal written evaluations and any remediation plans will be placed in the supervision record. Interns are provided a copy of this document at the start of the training year.

In addition to the formal written evaluations, the Primary Supervisor will prepare additional written evaluations of the intern's skills and progress toward identified goals and objectives, including strengths and areas of opportunity, as often as needed. Such additional written evaluations will include plans for remediation of weaknesses and provide for the continued professional development of the intern. The intern will sign and have an opportunity to comment on each additional written evaluation. Copies of these additional written evaluations and remediation plans will be placed in the supervision record.

The Chief Psychologist and Primary Supervisor will consult, as appropriate, with program coordinators or directors of the internship sites and with other professionals who have significant contact with interns. Based on the evaluations, the Chief Psychologist and/or Primary Supervisor may modify the Training Agreement and Supervision Agreement to better meet the intern's training needs and the program's requirements. Written records of the Training Agreement, Supervision Agreement, formal written evaluations, and all subsequent modifications will be maintained in the supervision record by the Chief Psychologist.

Intern Evaluation of Internship Training

Twice during the training year, the intern will prepare a Doctoral Psychology Intern's Evaluation of Internship Training. This intern will submit this to the Primary Supervisor after receiving the Internship Supervisor Evaluation of Doctoral Psychology Intern's Competence. The intern will also provide the Chief Psychologist the Summary of SB&H Doctoral Psychology Intern's Training Activities at the mid-year and end of year point which shall include, at a minimum:

1. The number of hours of group and individual supervision
2. The number of didactic training hours
3. Total number of hours earned at the mid-year and end of year point.

Communication with the Sponsoring Graduate School

The Administrators of Clinical Education and Primary Supervisors, are responsible for communicating with the intern's sponsoring graduate school about the intern's activities and progress. The intern's Director of Clinical Training (DCT) is provided with a copy of the training agreement, as well as the mid-year evaluation, end of the year evaluation, and a letter of internship completion.

At any time, if problematic performance or conduct arises that seems serious enough to cast doubt on an intern's ability to successfully complete the internship program, the Administrator of Clinical Education in coordination with the Primary Supervisor, will inform the sponsoring graduate school. The graduate school will be encouraged to provide input to assist in resolving the problems.

The Primary Supervisors, according to ethical guidelines, attempt to resolve all problematic behaviors and factors that interfere with intern success at the informal, supervisory level. Further remedial steps are taken only when a problem cannot be resolved among the Primary Supervisor, and intern.

Evaluation and Remediation

The SB&H Training Institute Doctoral Psychology Internship program follows due process guidelines to ensure that decisions about interns are not arbitrary or personally based. The due process guidelines, applicable to all doctoral interns, include the following:

1. Program expectations are discussed at the Internship Orientation at the start of the training year.
2. Evaluation procedures are clearly stipulated, including when and how evaluations will be conducted.
3. The procedures and actions for making decisions about problematic performance or problematic conduct are outlined in this written policy, and given to all interns.
4. Sponsoring graduate schools are informed about any suspected difficulty that casts doubt on the intern's ability to successfully complete the internship. The graduate school's input and suggestions are requested.

5. Remediation plans are instituted for identified inadequacies, and they include time frames for remediation and specify consequences for failure to rectify the inadequacies.
6. All interns receive a written description of procedures they may use to **appeal** the internship program's actions.
7. Interns are given sufficient time to respond to any action taken by the Chief Psychologist, Administrator of Clinical Education and/or Primary Supervisor.
8. Internship program actions and rationale are documented in writing and made available to all relevant parties.

Suspension of Direct Service Activities

The Chief Psychologist and Chief Executive Officer reserve the right to suspend the intern from direct service activities at any time during the training year when it is determined that the welfare of members may be in jeopardy.

PROBLEM BEHAVIORS

Problem behaviors are said to be present when the Chief Psychologist, Administrators of Clinical Education, Primary Supervisor or site supervisor perceives that an intern's behaviors, attitudes, or characteristics are compromising the quality of the intern's psychological services, interfering with his/her/their relationship with peers, site supervisors, or other staff, or limiting compliance with appropriate standards of professional practice or behavior. Among professionals in training, many problem behaviors are expected and can be remedied via supervision and a remediation plan. Problem behaviors are often identified on the Internship Supervisor Evaluation of Doctoral Psychology Intern's Competence.

Procedures for Responding to Problem Behaviors

1. When problem behaviors are identified, the **first step is attempted resolution through supervision.**
2. If supervision does not rectify the problem behaviors, a **remediation plan** will be implemented by the Primary Supervisor.
3. The DCT at the sponsoring graduate school will be contacted by the Primary Supervisor and asked for input/support of the intern.
4. A copy of the remediation plan will be forwarded to the intern's sponsoring graduate school by the Primary Supervisor.
5. If problem behaviors do not remedy by means of supervision and/or a remediation plan, next steps are outlined in the following section regarding problematic performance and problematic conduct.

Problem behaviors become identified as problematic performance and/or problematic conduct when they include one or more of the following characteristics and have not been remedied by supervision and/or a remediation plan:

1. The intern does not, for whatever reason, acknowledge, understand, or address the issue when it is identified via supervision and a remediation plan.
2. The problem behavior is not merely a reflection of a skill deficit that can be rectified by a supervision, a remediation plan and/or academic or didactic training.
3. The quality of services delivered by the intern is significantly negatively affected.
4. A disproportionate amount of attention by training personnel is required.

5. The intern's problem behavior does not change as a function of supervision, remediation efforts, and/or time.

PROBLEMATIC PERFORMANCE AND PROBLEMATIC CONDUCT

Problematic performance and problematic conduct occur when there is interference in professional functioning that renders the intern:

1. unable and/or unwilling to acquire and integrate professional standards into his/her/their repertoire of professional behavior
2. unable and/or unwilling to acquire professional skills that reach an acceptable level of competency
3. unable and/or unwilling to adequately manage health care issues that compromise the intern's ability to be present at internship
4. unable and/or unwilling to control personal distress that leads to dysfunctional emotional reactions or behaviors that disrupt professional functioning.

Procedures for Responding to Problematic Performance and Problematic Conduct

1. The Primary Supervisor determines that an intern is manifesting problematic performance or problematic conduct that has not been previously remedied via a remediation plan and notifies the Chief Psychologist in writing of this determination, explaining and summarizing the bases for that decision.
2. The Primary Supervisor and/or Chief Psychologist submits an Informal Problem Consultation to APPIC.
3. The Chief Psychologist establishes a Review Committee, consisting of the Chief Psychologist as Chair, the Primary Supervisor, a representative from the SB&H People Experience department (PE), and a representative from the SB&H Doctoral Psychology Training Program not involved with the intern. The DCT from the intern's sponsoring graduate school will be invited to participate.
4. The Chief Psychologist notifies the intern that a Review Committee is meeting to address the concerns and notifies the intern that he/she/they may contact APPIC for an Informal Problem Consultation.
5. The Review Committee meets and reviews the report from the Chief Psychologist contending that the intern is engaging in problematic performance or problematic conduct.
6. The Chief Psychologist provides a written summary of the Review Committee's concerns to the intern, and requests that the intern provide a written statement addressing these concerns within two business days.
7. Upon receiving the written response from the intern, the Review Committee meets with the intern to provide the intern an opportunity to present additional written and/or verbal information to the Committee.

Due process requires that the intern be given advance notice of the concerns of the Review Committee. Issues arising during the meeting that were not noticed to the intern may be discussed but are not actionable unless the intern explicitly waives his/her/their right to notification. Such issues may be carried over to another meeting to allow time for appropriate written notification to the intern of these concerns.

The Review Committee will then take one of the following steps:

1. The Review Committee may decide to take no further action in the event it finds no evidence of problematic performance or problematic conduct or determines that these have been corrected.
2. The Review Committee may decide to dismiss the intern. The intern will be notified of the decision of dismissal via email by the Chief Psychologist and will have two business days to submit a written **appeal**, as outlined in the Intern Grievance Policy and Procedures, Part B.
3. If the intern does not elect to appeal the decision of dismissal, the decision stands.
4. If the intern elects to appeal the decision, the Intern Grievance Policy and Procedures, Part B will be followed.

The Chief Psychologist will inform the psychology intern's sponsoring graduate school and provide information regarding the findings and decision of the Review Committee within two business days. The intern shall receive a copy of the letter to the sponsoring graduate school.

The Chief Psychologist will submit a Match Release Request to APPIC.

In the event that the intern is dismissed, the information that the intern was dismissed and the reasons for the dismissal will be made available to professional organizations and licensing boards requesting information from Southwest Behavioral & Health Services Doctoral Psychology Training program. During instances in which SB&H is required to initiate a report of this information with licensing boards, law enforcement officials, or professional organizations, this step will be taken in compliance with relevant statutory requirements.

**THE SOUTHWEST BEHAVIORAL & HEALTH SERVICES
TRAINING INSTITUTE
DOCTORAL INTERNSHIP PSYCHOLOGY PROGRAM
INTERN GRIEVANCE POLICY and PROCEDURES**

This document sets forth the policies and procedures of the Southwest Behavioral & Health Services (SB&H) Training Institute Doctoral Internship Program for interns who have grievances about their training or supervision or wish to appeal a Due Process decision (see Due Process Policy and Procedures). These policies and procedures are intended to be consistent with those of the Association of Psychology Postdoctoral and Internship Centers (APPIC), the accreditation standards of the American Psychological Association (APA), and the Arizona Revised Statutes § 32-2061 et seq. regarding the practice of psychology in Arizona.

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A. INTERN GRIEVANCE POLICY AND PROCEDURES REGARDING ANY ELEMENT OF THE TRAINING PROGRAM

The SB&H Training Institute strives to provide all doctoral interns with a high-quality internship experience and adheres to the standards and expectations set forth by both the Association of Psychology Postdoctoral and Internship Centers (APPIC) and the American Psychological Association (APA). The training faculty at SB&H routinely elicits feedback from the interns. The training faculty encourages any intern with any concerns about any element of the training program to share these concerns with the Primary Supervisor, and/or the Chief Psychologist. Additionally, if an intern believes an Informal Problem Consultation is necessary, for whatever reason, the intern is encouraged to contact APPIC. Contact information for APPIC is on the coversheet of this document.

If the informal steps outlined above do not rectify the issue, the intern may utilize the Formal Complaint process outlined on the APPIC website listed on the coversheet of this document.

An intern may also file a grievance with SB&H if the intern believes any aspect of the training program is unfair, biased, unprofessional, or in violation of the Intern Training Agreement, or not consistent with other policies or procedures of the SB&H Training Institute psychology internship program. The intern will present a written grievance to the Chief Psychologist to initiate the grievance procedure. If the intern is filing a grievance against the Chief Psychologist, the intern will submit the grievance to the Chief Executive Officer (CEO) who will follow the same steps below, in place of the Chief Psychologist. Following the timely receipt of the intern's grievance and written explanation, the following actions will be taken.

1. Upon receipt of the intern's written grievance, the Chief Psychologist will convene a Grievance Panel consisting of three individuals. One is to be selected by the Chief Psychologist, one by the intern, and

one from the People Experience department. The Chief Psychologist will chair the Grievance Panel. The intern retains the right to hear all facts and the opportunity to dispute or otherwise explain his/her/their position.

2. The Chief Psychologist will chair a Grievance Hearing in which the intern's grievance will be considered and relevant evidence presented. Written minutes of the Grievance Panel's hearing will be kept. The Grievance Panel's findings and recommendations will be determined by majority vote. Within two business days of completion of the Grievance Hearing, the Grievance Panel will distribute a report on its findings and recommendations that will be made available to all relevant parties.
3. Once the Grievance Panel has submitted its findings and recommendations to the intern, the intern has two business days within which to seek a further review of the grievance by submitting a written request for reconsideration to the CEO and Chief People Officer (CPO). The intern's request must contain brief explanations of the grievance, describe the desired settlement, and specify which policies, rules, regulations, professional standards, or statutes have allegedly been violated, misinterpreted, or misapplied.

The SB&H CEO and CPO will decide to either abide by the recommendation of the Grievance Panel or grant the intern's desired settlement. This decision will be in writing and sent to the intern within two business days. A copy of the record will be placed in the intern's file.

B. INTERN GRIEVANCE PROCEDURES REGARDING DUE PROCESS PROCEDURES

The SB&H Training Institute Doctoral Psychology Internship program follows due process, outlined in the Due Process Policy and Procedures to ensure that decisions about interns are not arbitrary or personally based. Should an intern choose to appeal the decisions/actions made by the Review Committee related to the intern's alleged problematic performance and/or problematic conduct, the intern must follow the procedures outlined below:

An intern who disagrees with the Review Committee's decision regarding dismissal from the SB&H training program is entitled to appeal the Review Committee's decision by initiating a grievance procedure. Within two business days of receiving the Review Committee's written decision, the intern must inform the CEO and the CPO in writing that he/she/they are challenging the Review Committee's decision and provide the CEO and CPO with written information explaining why the intern believes the Review Committee's decision of dismissal is unwarranted. Failure to provide such information within the two business days allowed will constitute a withdrawal of the challenge.

Within one week of receiving the intern's appeal, the CEO and CPO will issue a final determination about the intern's appeal.

The CEO and CPO may decide to uphold the decision of dismissal or may choose to reinstate the intern on internship. The decision of the CEO and CPO is final and may not be appealed. The CEO and CPO will issue a formal written decision to the intern and the Chief Psychologist. The Chief Psychologist will notify the DCT at the sponsoring graduation school of the decision.