



The UNIVERSITY of OKLAHOMA



**A BROCHURE FOR PROSPECTIVE APPLICANTS FOR THE
OKLAHOMA SPORT PSYCHOLOGY CONSORTIUM
DOCTORAL INTERNSHIP IN HEALTH SERVICE
PSYCHOLOGY**

2019-2020

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SECTION I - Program Description

The overarching aim of the Oklahoma Sport Psychology Consortium (OSPC) is to *train* competent and ethical applied psychology professionals who are well-rounded in their clinical skills, evolve in their awareness of intersectional multiculturalism, and grow in their sense of self as emerging practitioners. A secondary aim of the OSPC is to assist interns in developing the necessary clinical skills useful in providing psychological testing and counseling to collegiate student-athletes and general population clients. Graduates of this training program would be ideal professionals who are qualified to work within a collegiate athletic department, a university counseling center with the student-athlete population, and/or a private practice setting serving the diverse counseling and assessments needs of sport and exercise populations. The OSPC works towards these goals by offering two training sites within the consortium: The University of Oklahoma Athletics Department's Psychological Resources for OU Student-Athletes and Commander Counseling & Wellness, a community group practice serving the central Oklahoma area.

First, doctoral interns are immersed in an embedded mental health counseling center, Psychological Resources for OU Student-Athletes (PROS) within the University of Oklahoma (OU) Athletics Department, a busy and dynamic National Collegiate Athletic Association (NCAA) Division I institution. This setting allows doctoral interns to become acquainted with the day-to-day functioning of OU Athletics as integral members of an OU student-athlete's support team by providing mental health, performance excellence, and psychological testing services to OU student-athletes. This setting also allows ample opportunity for interns to work in conjunction with academic advisors, sport medicine staff, and athletics administrations to facilitate and support the overall wellness and holistic success of OU student-athletes.

Second, the complementary experience of a private practice setting at Commander Counseling & Wellness (CCW) provides doctoral interns with the opportunity to gain valuable experience working with a diverse and varied community population including individuals, children and adolescents, and couples. While at CCW, interns are further exposed to a variety of psychological assessments used in the evaluation for learning disorders, ADHD, and Autism Spectrum Disorders. This placement also provides interns with dedicated mentoring and supervision relevant to developing their skills and knowledge of how to build, sustain, and grow a private practice in the future.

The OSPC is a full-time, minimum 40-hour per week training program that begins on the last Monday of July and concludes on last Friday of July each calendar year. Interns will function under the formal title of "doctoral interns" and are eligible for OU health insurance and benefits, except for retirement which is an OU HR policy exception pertaining to psychological interns. It is expected that doctoral interns will accrue 2,000 hours of supervised professional experience within this 12-month time frame to fulfill American Psychological Association Commission on Accreditation and Oklahoma state requirements for licensure as a practicing psychologist.

For financial assistance, each intern will be paid \$25,500 for the internship year, as well as \$1,000 in professional development funds to be used towards conference attendance. Interns will additionally accrue 22 hours (i.e., 2.75 days) per month of "paid time off" (PTO) that can be used for sick time and/or vacation leave, as well as 12 paid university holidays during the training year. Five days (40 total hours) of professional leave can be used for attending state, regional, or national psychology conventions, to obtain additional professional training, attend their dissertation defense, and/or interview for job or postdoctoral fellow positions.

SECTION II - Consortium Sites

This section describes in detail the different training sites within the Oklahoma Sport Psychology Consortium: University of Oklahoma Athletics Department's Psychological Resources for OU Student-Athletes and Commander Counseling & Wellness, a community group practice serving the central Oklahoma area.

ABOUT PSYCHOLOGICAL RESOURCES FOR OU STUDENT-ATHLETES (PROS)

Since 2004, OU Athletics has been an innovator and leader in student-athlete wellness through the development and growth of Psychological Resources for OU Student-Athletes (PROS). Each PROS staff member is focused on delivering the very best mental health, sport psychology, assessment, and career counseling services to OU student-athletes to support their efforts to achieve academic, athletic, and personal success. Services offered by PROS include: individual counseling, couples counseling, performance enhancement consulting, psychological testing, outreach to OU teams, leadership development opportunities, medication management, and specialized care referral. PROS staff also works closely with different aspects of the OU Athletics Department staff (e.g., academic advisors, sport medicine personnel, compliance officers, athletics administrators) to form collaborative relationships centered on facilitating the holistic wellness of OU student-athletes.

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

Typical PROS Clientele - Approximately 40% of the total OU student-athlete population is seen at PROS each year and much of this work has a clinical focus (e.g., assessment, diagnosis, interventions for mental health concerns, psychological testing). Student-athletes seeking services present a variety of symptoms, syndromes, and disorders including affective disorders, anxiety disorders, relationship problems, eating disorders, and personality disorders. A few students present with schizophrenic disorders or psychotic symptoms. Most clients, however, present with adjustment reactions, mood and anxiety disorders, and developmental problems typical of a college student-athlete population. A unique service offered by PROS is year-round access to in-house psychological testing assessments by PROS staff to assist student-athletes with evaluations for learning disorders or ADHD diagnoses. Additionally, PROS staff and interns provide outreach programming and workshops to OU teams, coaches, sport medicine staff, and academic advising staff.

PROS Office Location - The PROS office is in the Prentice Gault Academic Center on the second floor of the newly renovated Gaylord Family-Oklahoma Memorial Football Stadium located at 180 W. Brooks, Suite 2655 in Norman, OK. This location allows student-athletes to easily access PROS staff for meetings, appointment scheduling, or drop-in counseling. The PROS office is also conveniently located next to academic advisors, athletic administrators, and OU coaching staffs to facilitate collaboration regarding the care of OU student-athletes.

Additionally, PROS staff rotate through an office located in the athletic training room once per week as another venue in which student-athletes can access services and sports medicine staff can reach PROS staff for consultation regarding collaboration of care.

About the University of Oklahoma Athletics Department - The mission of the University of Oklahoma Athletics Department is to inspire champions today and prepare leaders for tomorrow by providing an excellent environment to enable student-athletes to achieve their highest academic, athletic and personal aspirations. The core values of the OU Athletics Department are integrated throughout all department activities and include values of being Masterful, Accountable, Gracious, Inclusive, and Competitive (e.g., Sooner MAGIC). As a member of the Big 12 conference, OU is an NCAA Division I athletics program with 21 varsity teams and approximately 550 student-athletes.

ABOUT COMMANDER COUNSELING & WELLNESS (CCW)

Commander Counseling & Wellness (CCW) is an inclusive facility dedicated to helping individuals create change that will help them lead healthier lives and maximize their potential. CCW offers a diversity of services by licensed mental health counselors including counseling, psychological assessment and testing, sport and performance psychology, medication management, and wellness services. CCW also offers counseling services for individuals, families, children, adolescents, and couples. In addition, psychological testing is offered to children and adults to assess for ADHD, learning disabilities, Autism Spectrum Disorder, and mood disorders. CCW also provides medication management services and various wellness services (e.g., nutrition services, mindfulness classes).

CCW Staff - The CCW staff consists of 14 health professionals including a psychologist, a psychology postdoctoral fellow, licensed professional counselors (LPC), licensed drug and alcohol counselors (LADC), a psychiatrist, advanced nurse practitioners, a school psychologist, and registered dietitians. Like the PROS staff, the CCW staff is diverse in their theoretical orientations and are also committed to a growth mindset in the training and development of OSPC doctoral interns. CCW staff members are active within a variety of professional organizations encompassing the broad field of helping professions.

Typical CCW Clientele - CCW services the Norman, Oklahoma community and surrounding communities. Approximately 600-700 clients are seen annually, and present with a myriad of mental health and sport psychology/performance concerns. CCW offers individual counseling, couples counseling, psychological testing, medication management, sport and performance psychology services, and nutrition services.

CCW Office Location - CCW is located at 3351 W Rock Creek Rd, Suite 120 in Norman, OK. This site is in the new Legacy Business Park with many other medical and business professionals.

THE IDEAL CANDIDATE

The goal of the Oklahoma Sport Psychology Consortium is to train generalists who will function competently as licensed health service psychologists and sport psychology professionals in their chosen setting. Ideal candidates will have exceptional clinical and counseling skills and

experience, be familiar with psychological testing procedures, have experience and training in sport psychology, be growth-minded and open to feedback, and possess ethical and professional foundations commensurate with the OSPC training sites. The OSPC also highly values intersectional multiculturalism (see below section) and strongly encourages applicants who represent diverse, intersecting, and/or historically marginalized identities to apply to our internship program.

ACCREDITATION

The Oklahoma Sport Psychology Consortium is actively seeking accreditation from the American Psychological Association (APA), as well as membership with the Association of Psychology Postdoctoral and Internship Centers (APPIC).

Questions related to the accreditation status of the Oklahoma Sport Psychology Consortium should be directed to the APA Commission on Accreditation:

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

SECTION III - Overview of the OSPC Training Philosophy

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

As a training staff, the OSPC facilitates the advancement of an intern's evolving professional identity through mentoring, supervision, consultation, modeling, and professional interactions. The OSPC acknowledges the crucial importance of the developmental nature of this process and, as such, over the course of the training year, interns are encouraged and supported in the eventual shift in their roles and responsibilities as they increase their clinical acumen and functional autonomy to that of a practitioner ready for independent practice at the end of the training year. This section explains these factors in more detail below.

TRAINING AIMS

The OSPC is defined by a commitment to the following training aims:

- To train competent and ethical applied psychology professionals who are well-rounded in their clinical skills, evolve in their awareness of intersectional multiculturalism, and grow in their sense of self as emerging professionals.
- To assist interns in developing the necessary skills useful in providing counseling and psychological testing services to collegiate student-athletes and general population clients.

PROFESSION-WIDE COMPETENCIES

Supervisors, in consultation with the Director of Training and other members of the OSPC training staff as needed, will evaluate interns to determine minimal levels of achievement within the below profession-wise competencies:

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

SUCCESSFUL COMPLETION OF INTERNSHIP

To graduate from the Oklahoma Sport Psychology Consortium in health service psychology, doctoral interns must fulfill the following requirements and demonstrate competence in each of the areas listed below within the 12-month training year:

- Accrual of 2,000 total hours
- Accrual of a minimum of 500 direct services hours (e.g., intake/initial assessment, individual counseling, psychological assessment, and consultation)
- Completion of 25 psychological assessment batteries and reports
- Attend all didactic seminars and supervision sessions on a consistent basis
- Earn a 4+ average rating on final end-of-year evaluations from primary supervisors

THE VALUE OF INTERSECTIONAL MULTICULTURALISM

The Oklahoma Sport Psychology Consortium shares the CoA's commitment to respecting individual and cultural differences and diversity that may be reflected in, but not limited to, identities encompassing age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. The OSPC exists within two multicultural communities at PROS and CCW. Each of these communities are enriched and strengthened by individual members who identify with diverse racial, ethnic, class backgrounds, national origins, religious, spiritual, and political beliefs, physical abilities, ages, genders, gender identities, sexual orientations, and physical appearances. The training community, including doctoral interns, is further enhanced by each individual's openness to learning about others who may be different from them. We recognize that no individual is completely free from all forms of bias and prejudice and acknowledge that PROS and CCW staff, as well as interns, will share a range of attitudes, beliefs, and behaviors within intersectional multiculturalism.

Members of the OSPC are committed to educating each other on the existence and impacts of various forms of prejudice and discrimination. The influence of these social, political, and systemic factors may be deeply relevant to OSPC clients, and therefore are pertinent conversations in training and supervision contexts. At the same time, it is also important to note that these same influences may also exist for the training staff and interns as well. All members of the Oklahoma Sport Psychology Consortium are committed to a training process that facilitates the development of professionally-relevant knowledge and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values. Particular attention is given to developing the ability of interns to navigate cultural differences with clients and staff to promote respectful, curious conversational spaces where this growth can occur.

Expectations of the OSPC Regarding Intersectional Multiculturalism

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

Expectations of Supervisors Regarding Intersectional Multiculturalism

- Engage interns in a manner inclusive and respectful of their multiple intersecting identities.
- Examine own biases and prejudices in the course of interactions with interns so as to model and facilitate this process (e.g., discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories when relevant).
- Examine and engage in exploration of intersecting identities as they relate to nuances of power and privilege within the supervisory relationship.
- Remain open to appropriate challenges from interns regarding held biases and prejudices as the OSPC training staff assumes that no one is free from biases and prejudices.
- Commit to lifelong learning relative to competence within intersectional multiculturalism.

Expectations of Interns Regarding Intersectional Multiculturalism

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

As the University of Oklahoma is the hiring body for OSPC interns, the OSPC would also like to highlight OU's non-discrimination policy, which we follow in all of our hiring practices, including the Match process: "the University does not discriminate or permit discrimination by any member of its community against any individual based on the individual's race, color, religion, political beliefs, national origin, age (40 or older), sex (see Sexual Misconduct, Discrimination and Harassment policy <https://www.ou.edu/content/eoo/policies.html>), sexual orientation, genetic information, gender identity, gender expression, disability, or veteran status in matters of admissions, employment, financial aid, housing, services in educational programs or activities, or health care services that the University operates or provides."

A Note on Self-Disclosure - Given the Oklahoma Sport Psychology Consortium's goal to train ethical, competent psychologists who are capable of functioning independently at the end of the internship year, opportunities for personal exploration and self-reflection occur throughout the training experience. When appropriate, interns are encouraged to explore historical, systemic, and personal influences that may affect their professional practice. The OSPC employs a consultative model of supervision and supervisors may consult with one another about interns when relevant to the intern's training goals or work with clients. The training program functions in a manner consistent with the APA's Ethical Principles of Psychologists and Code of Conduct.

SECTION IV - Components of the Training Experience

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

FOUNDATIONAL TRAINING COMPONENTS

The Oklahoma Sport Psychology Consortium balances the need for individual considerations for each intern's training goals with creating a foundation based on common training experiences and expectations. Below are some examples of these foundational training components:

Orientation - Interns spend the first approximate month of their internship year becoming acquainted with operation of PROS and CCW and facilitate their transition to the University of Oklahoma, Norman, and the state of Oklahoma. During this time, interns meet with relevant CCW and PROS supervisors and staff and familiarize themselves with relevant policies and procedures of PROS and CCW. The intern's training contract for the fall semester is developed to meet the training goals and needs of that specific intern. The spring semester training plan is developed following the mid-year intern retreat and completion of all mid-year evaluations

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

Training Resources - At PROS, each intern has their own individual office to use throughout the internship year. At CCW, the interns will share the same office as they will be at CCW one day per week on alternate days. Each office is complete with a desk, furniture, and computer to access email, internet, and a login to Titanium (the EMR of PROS) or Simple Practice (the EMR of CCW). PROS intern offices also include video cameras connected to computers to record sessions for the purposes of enhancing supervision and client care. Interns may decorate their office(s) to their personal taste and style. The PROS and CCW offices also have a range of psychological assessments and books, articles, and other resources pertaining to psychological theories, interventions, and training that interns are encouraged to use throughout the year.

CLINICAL EXPERIENCES

Below are the clinical experiences that interns will be exposed to within the Oklahoma Sport Psychology Consortium. See Section V "Training Contract" for breakdown of the distribution of clinical activities.

Initial Assessment (Intakes) - New client intake appointments are scheduled through the PROS main office or the CCW main office. Intake appointments provide interns the opportunity to perform initial assessments to address client concerns, as well as intervene in crisis or emergency situations as needed. Interns will spend this intake session identifying client concerns, exploring client strengths, assess level of functioning, and determine the appropriate services based on diagnostic considerations.

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

Psychological Testing - Interns are required to complete 25 psychological evaluations during their year and will use these evaluations to provide testing results, diagnoses, and recommendations to assist in the coordination and execution of an Academic Success Plan. Examples of assessment tools used for these assessments include: WAIS-IV, WMS-IV, WIAT-III, MCCI, CAARS-S:L, CPT-3, SMALSI, ADHD Symptom Scale, DKEFS, etc. Assessment data are collected in multiple meetings with clients, ranging from two to four hours in length, depending on client and intern schedule availability. Assessments are completed on an iPad when possible (e.g., WAIS) or via paper copies (e.g., SMALSI). Scoring and interpretation are completed with the Q-Interactive assessment system and reports are created using the templates from Peregrine software before feedback meetings are completed with clients, and their families when relevant.

Provision of Supervision - Each OSPC intern will have the opportunity to provide supervision to a master's or doctoral practicum student at CCW for a period of six-months. Supervision duties during their six-month period as a supervisor will include weekly supervision meetings with their supervisee, video tape review, case note review, and completion of mid-semester and end-of semester evaluations for their supervisee. The supervisee will also complete mid-semester and end-of-semester evaluations for the OSPC intern as well.

Supervision-of-Supervision - Interns will first attend and participate in the multi-part Best-Practices of Supervision Provision didactic seminar during the orientation period to establish a foundation of supervisory expectations, skills, and tasks. During the six months that an intern is providing supervision, they will receive weekly supervision-of-supervision by the OSPC Director of Training or other licensed OSPC supervisor (pending mutual schedule availability).

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

(i.e., approximately four hours) to ensure consistent contact with the OU Athletics sports medicine staff. At CCW, interns will consult with parents, teachers, and members of the CCW multidisciplinary staff. Interns will learn how to build and maintain healthy working relationships while also maintaining confidentiality with clients. Collegiality and collaboration are expected and will be an integral part of the professional development of interns. A considerable amount of time in supervision will be spent discussing how to balance the ethical obligations of confidentiality with effective collegiality.

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

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

SUPERVISION

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

Supervision in the OSPC is conducted within a developmental frame and is designed as a balance of challenge and support where an intern can identify the areas of their clinical practice that may benefit from additional attention and expansion, while simultaneously continuing to strengthen the parts of their work in which they feel confident and skilled (i.e., specific interventions, theoretical style). Additionally, it is anticipated that as the intern develops throughout the year, the supervision provided will also developmentally progress as well to reflect this growth (e.g., increased discussions related to professional identity development overall, increased focus on preparing the intern for job interview, selection, and transition into a professional role).

Individual Primary Supervision - The functions of the supervisory relationship include monitoring client welfare, enhancing intern skills, promoting personal and professional growth,

and evaluating the intern's skills and professional development on a continuous basis. Interns receive two hours of individual supervision per week during the internship year from their primary supervisor. Interns are assigned to their initial clinical supervisor for the first six months and then, to facilitate a diverse array of supervision experiences, interns will switch to a different clinical supervisor at the mid-year point of the internship year. In creating supervision pairs, considerations regarding the intern's preferences, skill level, theoretical preferences, training needs, interests and personal characteristics, as well as the supervisory style and preferences of the supervisors, are considered by the OSPC Director of Training.

Individual Supervision with Psychological Testing Telesupervisor – Given the high number of assessments that OSPC interns are expected to complete during the internship year, an additional hour of supervision will be offered by an OSPC supervisor via telesupervision specifically for the review of assessment batteries completed by the intern. This supervision will occur one hour per every-other-week, which will allow interns enough time in between supervision meetings to meet with testing clients, draft reports, and integrate needed changes to reports as a result of supervisor feedback.

Group Supervision - Interns also receive two hours of group supervision per week to facilitate clinical discussions and provide a diversity of opinions and approaches to clinical practice. Additionally, each intern will be responsible for presenting a video of a recent client session to group supervision at least one time per semester. This setting allows interns to increase their ability to conceptualize cases, receive feedback and support from others, and develop peer consultation skills regarding clinical and ethical matters. Group supervision meetings are held at PROS and also include all PROS supervisors (i.e., both licensed psychologists and staff member who is a Licensed Professional Counselor) so that interns can hear from more than one supervisor and all PROS staff members can additionally receive ideas and feedback from interns. Furthermore, group supervision is another avenue in which assessment cases are discussed so that the PROS staff (interns included) can ensure consistency of assessment service delivery to OU student-athletes.

Training Staff Meetings (TSM) - To support the work of the supervisors, the clinical staff within PROS and CCW will meet monthly for approximately 90 minutes to discuss and review the progress of OSPC interns. These meetings allow supervisors to share ideas and approaches to supervision, support one another throughout the process of supervision, and seek peer consultation when needed regarding an intern's progression in the training year. This meeting will also serve to review upcoming didactic seminars and ensure organization within the training calendar.

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

DIDACTIC SEMINARS

The goal of didactic seminars is to provide an opportunity for interns to develop knowledge and skills with various topical areas relevant to both health service psychology and sport psychology practices. Didactics will be facilitated by PROS and CCW staff and other professionals (e.g., guest speakers, interdisciplinary staff) and will include teaching, experiential, and discussion components emphasizing the science-to-practice nature of health service psychology. Some didactic trainings may be held in multiple sessions to further increase the depth of knowledge shared. Other seminars may be added based on intern need and interests, as well as to reflect the areas of expertise of presenters (e.g., a staff member who recently returned from a weekend ACT training).

Some didactic trainings may be held in multiple sessions to further increase the depth of knowledge shared. Other seminars may be added based on intern need and interests, as well as to reflect the areas of expertise of presenters. The OSPC also hopes to utilize Zoom/Skype technologies to host experts in these areas as didactic seminar leaders throughout the year (e.g., a sport psychiatrist in another state may be invited to lead the seminar on Psychiatric Care of Student-Athletes).

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

- Ethics Part I: General Ethics of Professional Practice
- Ethics Part II: Ethics of an Athletics Department
- Ethics Part III: Ethics of a Private Practice
- Risk + Safety Assessments
- Psychiatric Care of Student-Athletes
- Working within a Multidisciplinary Team, Part I and II
- Multidisciplinary Treatment of Eating Disorders
- Assessment Seminar, Part I and II
- Intersectional Multiculturalism/ Power & Privilege in the Therapeutic Context, Parts I-VII
- Collaboration with Sports Medicine Staff (e.g., ATCs / CSCSs)
- Academic Advising, Learning Disorders, and working with the OU Disability Resources Center
- Provision of Group Therapy
- Working with International Student-Athletes
- Interventions related to DBT / RO- DBT
- Working with Children + Families
- Spirituality in Therapy

SECTION V - Training Contract and Evaluation Procedures

The below section details training contract expectations and evaluation procedures used during the intern's training year. To ensure that OSPC interns are eligible for licensure in any state, the Oklahoma Sport Psychology Consortium, and the CoA, has an expectation that interns accrue 2,000 hours by the completion of the 12-month internship year. The total number of hours signed off by the Director of Training at the end of the doctoral internship year comes directly from the number of hours documented in the OSPC electronic medical records (i.e., Titanium and SimplePractice).

TRAINING CONTRACT

Below is a sample weekly training contract for an intern in the OSPC. Contracts will be reviewed with the Director of Training within the first week of internship and tailored to fit the intern's specific training goals for the internship year.

CLINICAL ACTIVITY DURING A TYPICAL WEEK	HOURS
Counseling (e.g., intakes, individual)	13
Psychological testing	4-6
Psychological test report writing	2-4
Individual supervision with primary supervisor	2
Individual supervision with psychological testing telesupervisor (every-other-week)	1
Group supervision	2
Intern Seminar (with Director of Training)	1
Provision of supervision: 1 hour/week (during six months intern is providing supervision)	1
Supervision-of-supervision with TD: 1 hour/week (during six months intern is providing supervision)	1
Didactic Seminars	2
Outreach (e.g., to OU teams, Leadership Academy or Athletics Diversity Council presentations, etc)	1
Consultation with multidisciplinary team (e.g., Athletic Trainers, coaches, academic advisors, etc)	1
Sport psychology interventions (e.g., practice and/or game attendance, meeting with coaches to plan workshop topics for season, etc.)	6
Administrative tasks (e.g., responding to messages, writing case notes)	3
TOTAL	40-44*

**Some weeks may include hours accumulated beyond a typical 40-hour week; in these instances, interns will be encouraged to "flex" that time for time off at a later date (e.g., attending a game on Thursday night and coming in late on Friday morning).*

EVALUATION PROCEDURES

It is the expectation of the Oklahoma Sport Psychology Consortium that supervisors provide ongoing feedback to interns regarding their progression towards stated training goals. This feedback is routinely given verbally during individual and group supervision meetings. Formal written feedback is given to interns quarterly, mid-year, and at the end of the training year to review the intern's training goals and offer feedback in areas that reflect current domains of profession-wide competencies. At each evaluation point, an intern's progress towards individual and training goals will be re-assessed and, if needed, new goals and priorities will be set to facilitate future areas of growth. The Director of Training receives copies of all evaluation forms and monitors each intern's progress within the broader scope of the overall training program. Mid-year and end-of-year evaluations from supervisors are additionally sent to the intern's home program.

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

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

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

Training Program Feedback - Interns will complete formal, written evaluations for the training program at the mid-year and end-of-year points. Formal training program feedback is reviewed in an individual meeting with the Director of Training who will share relevant information with the training staff to assist in the development of each intern's training experiences. Additionally, interns will meet with the Director of Training for one hour each week to discuss internship logistics, keep up to date with training program “housekeeping items” (e.g., recording hours, paperwork needed, etc.), and discuss feedback. This meeting also provides regular, ongoing contact with the TD to assess how the training year is going and discusses changes as needed.

Contact with Graduate Program - The Director of Training will initiate communication with the intern’s home doctoral program following successful match with the program’s intern and provide relevant information that the intern and program can use to prepare for internship (e.g., what psychological tests the OSPC uses, possible living accommodations, etc.).

At the beginning of the training year, the Director of Training will communicate with the home program to provide copies of the evaluations that will be used to monitor intern progress towards intern-identified training goals and profession-wide competencies. The Director of Training will also send the completed mid-year evaluations from the intern’s supervisors to the home doctoral program for their records. Lastly, the home program will be notified that the intern has completed internship at the end of the year and be provided copies of the final evaluations and completion certificate. More frequent communication with the home doctoral program will be conducted as warranted, particularly if the Due Process Procedures and Grievance Policy are initiated by, and/or for, the intern.

Please note that due to the time demands on PROS and CCW staff, the OSPC will not complete any additional evaluations for interns that may be requested by their graduate programs.

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

SECTION VI – Due Process Procedures and Grievance Policies

Due Process for Cases Involving Intern Competence or Problematic Behaviors

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

Intern inadequate performance or problematic behaviors may be reflected in one or more of the following ways:

- An inability to acquire and integrate professional standards into one's repertoire of professional behavior
- An inability to acquire professional skills in order to reach an acceptable level of competency
- An inability to control personal stress; psychological dysfunction; and/or excessive emotional reactions which interfere with professional functioning

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

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

PROCEDURE

If an intern receives a rating of “1” or “2” on more than two items on any training evaluation forms completed at the mid-year point or beyond (i.e., mid-year or third quarter), or if a staff member or another intern has concerns about an intern's behavior (e.g., ethical or legal violations, professional incompetence, etc.):

1. The TD shall first be informed of the concern.
2. If the staff member who initiated the concern to the TD is not the intern's supervisor, the TD will discuss the concern with the intern's supervisor(s).
3. The TD will determine appropriate course of action to take to address the concern (see below COURSE OF ACTION section).
4. If this sequence does not provide the desired resolution, the TD will meet with the Senior Associate Athletic Director for Student-Athlete Development and Welfare as needed to discuss

the concerns and possible courses of action to be taken to address the issue(s). The TD, supervisor(s), and the Senior Associate Athletic Director for Student-Athlete Development and Welfare may also meet as a group to discuss a possible course of actions.

COURSE OF ACTION & INTERN NOTIFICATION

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

1. *Verbal Notice* to the intern emphasizing the need to rectify the problem and/or address identified clinical skill deficit(s).
2. *Written Notice* to the intern formally acknowledging that:
 - The TD is aware of and concerned with the identified problem and/or clinical skill deficit(s)
 - The concern has been brought to the attention of the intern in an individual meeting with the TD
 - The TD will work with the intern to rectify the problem and/or address identified clinical skill deficit(s)
 - The behaviors of concern are not significant enough to warrant more serious action, pending the intern's commitment to change within a designated time frame as identified by the TD
 - The intern's home program may additionally be notified of such a notice, which will be determined by the discretion of the Director of Training
3. If warranted, a second *Written Notice* to the intern will identify possible sanction(s) and describe the remediation plan. This letter will contain:
 - A description of the identified problem and/or clinical skill deficit(s)
 - A record of the previous Verbal Notice and first Written Notice
 - Actions needed by the intern to rectify the problem and/or address identified clinical skill deficit(s)
 - The timeline for correction
 - What sanction(s) may be implemented if correction does not occur (see REMEDIATION section below)
 - Notification that the intern has the right to request an appeal of this action at any time the intern disagrees with the aforementioned notices. (See Appeal Procedures below)
 - The intern's home program may additionally be notified of such a notice, which will be determined by the discretion of the Director of Training.

REMEDICATION

The implementation of a remediation plan with possible sanctions should occur only after careful deliberation and thoughtful consideration of the TD, relevant members of the training staff, and the Senior Associate Athletic Director for Student-Athlete Development and Welfare. The severity of the problem and/or identified clinical skill deficit(s) plays a role in the level of remediation or sanction and the remediation and sanctions listed below may not necessarily occur in that order. The intern's home program will additionally be notified of such a notice by the Director of Training. Throughout the process describe below, the OSPC will consult with relevant PROS and CCW staff and OU Human Resources as needed.

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

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

The length of a *Schedule Modification* period will be determined by the TD in consultation with supervisor(s). The termination of the *Schedule Modification* period will be determined by the TD in consultation with the previously stated parties and discussed with the intern.

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

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

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

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

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

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

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

POSSIBLE SANCTIONS

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

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

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

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

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

In addition, in the event an intern compromises the welfare of a client(s) or the campus community by an action(s) which generates grave concern from the TD or the supervisor(s), the Senior Associate Athletic Director for Student-Athlete Development and Welfare may immediately dismiss the intern from the Oklahoma Sport Psychology Consortium. This dismissal may bypass steps identified in the above NOTIFICATION procedures and REMEDIATION and SANCTION alternatives. When an intern has been dismissed, the TD will communicate to the intern's graduate program that the intern has not successfully completed the training program. If at any time an intern disagrees with the sanctions, the intern can implement the APPEAL PROCEDURES (see below).

APPEAL PROCEDURES

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

1. The intern shall file a formal appeal in writing with all supporting documents to the TD. The intern must submit this appeal within five (5) work days from their notification of any of the above (e.g., *Written Notice, Probation*).
2. Within three (3) work days of receipt of a formal written appeal, the TD will consult with members of the OSPC training staff and relevant others as to whether to convene a Review Panel (RP) or respond to the appeal without the RP being convened. The RP members will be individuals who have no conflict of interest in objectively evaluating the intern's appeal. If the TD is deemed to have such a conflict, they will be replaced as chair of the committee by a staff member appointed by the Senior Associate Athletic Director for Student-Athlete Development and Welfare.
3. If the decision is to respond directly to the appeal, the TD has ten (10) work days to make the final decision regarding what action is to be taken.
4. If the decision is to convene the RP, the RP is convened within five (5) work days to review the appeal and to examine any new relevant material presented.
5. A hearing is conducted with the intern and the RP.
6. Within three (3) work days after completion of the hearing, the RP submits a written report including recommendations for further action to the Senior Associate Athletic Director for Student-Athlete Development and Welfare.
7. Within three (3) work days of receipt of RP's final report including recommendations for further action, the Senior Associate Athletic Director for Student-Athlete Development and Welfare will either accept or reject the recommendations, refer back to the RP for further deliberations or revised recommendations, or make the final decision.
8. If referred back to the RP, a report will be presented to the Senior Associate Athletic Director for Student-Athlete Development and Welfare within five (5) work days of the receipt of the original request of further deliberation. The Senior Associate Athletic Director for Student-

Athlete Development and Welfare then makes a final decision regarding what action is to be taken and informs the TD.

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

10. All aspects of the formal appeal process will be documented in writing, including the nature of the grievance, the appeal process, the recommendations of the RP to the TD and the Senior Associate Athletic Director for Student-Athlete Development and Welfare, and the rationale for those recommendations. The results of this appeal process will also be sent to the intern's home program and included in the intern's OSPC training file.

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

Due Process for Intern Grievances with OSPC

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

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

INFORMAL PROCESS

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

1. If the grievance is regarding an individual(s), the intern is encouraged to first discuss and try to resolve the problem directly with the individual(s) involved.
2. If the grievance is regarding an aspect of the training program, the intern should first discuss the concern with their supervisor(s) before moving up the OSPC chain of communication. The expected chain of communication is as follows: (1) primary supervisor; (2) TD; (3) Director of PROS or CCW (4) the Senior Associate Athletic Director for Student-Athlete Development and Welfare.
3. If the intern has attempted to address the problem directly with the individual(s) involved and has not achieved satisfactory resolution, OR the problem is so severe that the intern does not feel

safe discussing the problem directly with the individual(s) involved (e.g. sexual harassment), they should move to the formal grievance process, as outlined below.

FORMAL PROCESS

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

1. The intern files a formal grievance in writing with all supporting documents to the TD.
2. Within three (3) work days of receipt of the formal grievance, the below review procedures will be implemented:
 - A Review Panel (RP) of three (3) members selected from the OSPC training staff and chaired by the TD is established. The RP members will be individuals who have no conflict of interest in objectively evaluating the intern's complaint. If the TD is deemed to have such a conflict, they will be replaced as chair of the committee by a staff member appointed by the Senior Associate Athletic Director for Student-Athlete Development and Welfare.
 - The intern and relevant parties involved are informed within (1) working day of the RP being convened that such a review is occurring and given the opportunity to provide the RP with any information regarding the problematic situation(s).
 - The RP meets to review all relevant information and decide on a course of action.
 - The intern and relevant parties involved will be notified of the RP's decision and recommendations in writing.
 - All aspects of the formal appeal process will be documented in writing, including the nature of the grievance, the appeal process, the recommendations of the RP to the TD and the Senior Associate Athletic Director for Student-Athlete Development and Welfare, and the rationale for those recommendations. The results of this appeal process will also be sent to the intern's graduate program and included in the intern's OSPC training file.
 - If at any time an intern disagrees with the sanctions, the intern can implement the APPEAL PROCEDURES (see below).

APPEAL PROCEDURES

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

1. The RP is re-convened within five (5) work days to review the appeal and to examine any new relevant material presented.
2. A hearing is conducted with the intern and/or relevant parties and the RP.
3. Within three (3) work days after completion of the hearing, the RP submits a written report including recommendations for further action to the Senior Associate Athletic Director for Student-Athlete Development and Welfare.

4. Within three (3) work days of receipt of RP's final report including recommendations for further action, the Senior Associate Athletic Director for Student-Athlete Development and Welfare will either accept or reject the recommendations, refer back to the RP for further deliberations or revised recommendations, or may make the final decision.
5. If referred back to the RP, a report will be presented to the Senior Associate Athletic Director for Student-Athlete Development and Welfare within five (5) work days of the receipt of the original request of further deliberation. The Senior Associate Athletic Director for Student-Athlete Development and Welfare then makes a final decision regarding what action is to be taken and informs the TD.
6. The TD informs the intern, relevant parties involved, and appropriate members of the training staff of the decision and any action taken or to be taken.
7. All aspects of the formal appeal process will be documented in writing, including the nature of the grievance, the appeal process, the recommendations of the RP to the TD and the Senior Associate Athletic Director for Student-Athlete Development and Welfare, and the rationale for those recommendations. The results of this appeal process will also be sent to the intern's home program and included in the intern's OSPC training file.
8. If the intern is unwilling to accept the decision from the appeal process, they may proceed to initiate the grievance procedures of the University of Oklahoma Athletics HR Department.

FILING A GRIEVANCE AGAINST THE TD OR THE SENIOR ASSOCIATE ATHLETIC DIRECTOR FOR STUDENT-ATHLETE DEVELOPMENT AND WELFARE

Should an intern wish to file a grievance against either OSPC Director of Training and/or the Senior Associate Athletic Director for Student-Athlete Development and Welfare, they will be directed to seek consultation and assistance from the University of Oklahoma Athletics HR department. If the intern would like assistance from outside of the OSPC, they will be directed to contact the University of Oklahoma HR department.

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



The UNIVERSITY of OKLAHOMA

