



U of I Disability Resources and Educational Services (DRES) Health Service Psychology Internship Program

Intern Handbook 2024-2025

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Introduction to DRES

The Division of Disability Resources and Educational Services (DRES) provides various resources and services to Illinois students with physical disabilities, chronic medical conditions, learning disabilities, ADHD, head trauma, autism spectrum disorder, and psychological disabilities. Currently, over 4,500 University of Illinois students are registered with DRES. DRES mental health staff are a multi-disciplinary team of clinical and school psychologists, licensed clinical social worker, and licensed counselors. It is also a training site for social work interns, psychology practicum students, predoctoral interns, and postdocs.

DRES Mission/Values Statement

The mission of DRES is to ensure that qualified individuals with disabilities are afforded an equal opportunity to participate in and benefit from the programs, services and activities of the University of Illinois at Urbana-Champaign through the identification and enactment of reasonable modifications to institutional policies and procedures, the provision of effective auxiliary aids and services, the establishment of innovative educational services, and the pursuit of interdisciplinary disability research.

DRES seeks to create an environment wherein:

- The nature and degree of access to programs, services, and facilities, and the level of self-determination afforded to qualified persons with disabilities are indistinguishable from those which are available to their peers without disabilities;
- Persons with disabilities are afforded access as immediately and unobtrusively as possible at the point of institutional contact; and
- Persons with disabilities are recognized for their abilities, rather than their disabilities, or stereotypical attributes ascribed to their respective physical or mental impairments.

DRES Mental Health Services

DRES provides both individual and group therapy for DRES-registered students who have a documented disability. The disabilities which students are registered under range from medical and physical disabilities to mental health disabilities. Given that the nature of these disabilities are chronic conditions, students are provided long-term individual therapy without session limits. The types of group therapy offered varies from structured and manualized groups to process-oriented groups. Both clinicians and interns are encouraged to start groups based on their interests. Past groups offered include a social skills group, disability processing group, ADHD symptom group, and anxiety treatment group.

DRES offers psychological/neuropsychological assessment for University of Illinois degree-seeking students who have had no prior diagnosis/testing and are experiencing significant academic distress. Evaluations include assessing for ADHD, specific learning disorders, autism spectrum disorder, and other DSM-5-TR diagnoses. Interns have the opportunity to conduct comprehensive psychological evaluations under the supervision of a licensed psychologist.

Setting

Champaign-Urbana, Illinois

The University of Illinois is in the twin cities of Champaign and Urbana (total population 207,000) in east-central Illinois. Situated about 140 miles south of Chicago, 125 miles west of Indianapolis, and 180 miles northeast of St. Louis. Champaign-Urbana is a diverse college town and hub for start-up companies, mostly in tech, thanks to Research Park which is located on the University of Illinois campus. Champaign-Urbana is home to many companies such as John Deere, Caterpillar, Yahoo!, Capital One, State Farm, BP, and NVIDIA.

Residents of Champaign-Urbana enjoy a concert, an art gallery, the theatre, or even a large international festival. They also enjoy spending time outdoors as it boasts more than 1,077 acres of city parks and 26 miles of city trails and bike paths. Nearby Allerton Park, with its formal gardens and hiking trails, is noted as one of the seven wonders of Illinois. We have plenty of dining options and healthy food with a bounty of farmers markets, CSAs, and community gardens. You'll find delicious farm-to-table restaurants, ethnic restaurants, breweries, and wineries throughout the region, and there are several food and drink festivals throughout the year. Our dining is in the pages of Bon Appetit (there's a reason Midwest Living named us the Best Midwest Food Town), and we have some of the best tap water in the U.S.

University of Illinois, Urbana-Champaign

The University of Illinois, founded in 1867, is the flagship institution of the University of Illinois system. It is a rigorously research-focused university and has received more National Science Foundation awards than any other university in six out of the last seven years in a row. It is home to more than 51,000 students from all over the world and has the most international student population than any other university in the country. The University of Illinois is also home to 24 Nobel Prize and 29 Pulitzer Prize winners.

The University of Illinois is most notably famous for its history as a pioneer for students with disabilities. In 1949, it became the first university to provide students with disabilities access to all university services, curricula, and facilities. It also developed the first transitional living program for students with physical disabilities. The University of Illinois currently ranks #1 as the most "disability friendly" U.S. campus.

Internship Program Overview

The DRES internship program has two doctoral intern positions. The training will begin August 19, 2024 and end on August 8, 2025. Interns will be expected to work 40 hours per week, during DRES business hours (Monday-Friday, 8am-4:30pm). Interns will complete a minimum of 2,000 hours of internship training over the course of 12 months.

At the start of the internship, interns will participate in an intern orientation and will receive a tour of campus. Interns will become familiar with DRES policies and

expectations and will be prepared to start seeing clients.

DRES Internship Mission Statement

The mission of the internship program is to provide quality generalist training that is centered around the overall DRES mission to afford equal opportunity for individuals with disabilities through evidence-based practices. We strive to prepare interns to deliver ethical, culturally-sensitive, and empirically-based services to a diverse range of clients.

Internship Training

Training Model

DRES utilizes the local clinical scientist model of training.

Competencies

Interns will complete the internship training with entry-level competencies in the following areas:

I. Research

Interns will use empirical data to inform intervention and assessment. They will also be able to use research for practical applications.

II. Ethical and Legal Standards

Interns will comply with the APA Ethical Principles of Psychologists and Code of Conduct, as well as applicable laws within the state of Illinois.

III. Individual and Cultural Diversity

Interns will bring self-awareness as it relates to their unique background and how it impacts their professional identity. This will be relevant in treatment, consultation, supervision, and professional growth.

IV. Professional Values, Attitudes, and Behaviors

Interns will demonstrate values, attitudes, and behaviors that uphold the standards set forth by the APA Code of Conduct.

V. Communications and Interpersonal Skills

Interns will demonstrate the ability to engage in effective and professional communication with clients, colleagues, and other members of the internship organization.

VI. Assessment

Interns will provide assessments for diagnostic clarification as it relates to ADHD, learning disabilities, and autism spectrum disorder. Interns will be able to make appropriate diagnoses and recommendations, write a full report, and communicate results verbally to clients.

VII. Intervention

Interns will provide both short- and long-term therapy for clients with a range of mental health diagnoses. They will prepare treatment plans and assess the effectiveness of interventions, while maintaining their own theoretical orientation.

VIII. Supervision

Interns will become familiar with supervision models and apply that knowledge when supervising practicum students.

Training Components

The DRES doctoral internship is a 12-month, full time internship. Interns will complete 2,000 hours and will be expected to work 40 hours per week, consisting of approximately 20-hours per week of clinical service delivery. The four main components of the internship training are the following:

Intervention

Interns will be required to carry a minimum caseload of six clients for individual therapy. Interns will be exposed to various presenting concerns and will work with students who have visible and/or nonvisible disabilities. Interns will also have the option of facilitating or co-facilitating group therapy and may choose to pick up on existing groups or start a new group of interest. Interns will be supported in all aspects of creating their own group.

Assessment

Interns will be required to complete a minimum of two comprehensive assessments per semester (fall, spring, summer). Interns will provide psychological and cognitive assessments to students with significant academic concerns. Common referrals for assessments include ADHD, autism spectrum disorder, and specific learning disabilities. Interns will be trained in the diagnostic clarification process and how to rule out other psychiatric/medical/cultural factors that may contribute to students' concerns. Interns will receive supervision and will be responsible for all aspects of the assessment process including administration, scoring and interpretation, report writing, and feedback.

Supervision

Each week, interns will receive a minimum of 4 hours of face-to-face supervision. This includes 2 hours of individual supervision with their primary and secondary supervisor to discuss therapy and assessment cases, as well as to address questions related to professional development, and 2 hours of group supervision.

Each intern will also provide secondary supervision to a practicum student or master's level intern.

Didactic Training

Interns will be required to attend 2 hours of didactic training every week, which will be

provided by DRES clinical staff and potentially other clinical professionals in the community or the U of I campus. Interns will also be required to lead didactic presentations once per semester (fall and spring) on a topic of their choice.

Facility and Support

DRES is located on the U of I campus. Interns will be assigned a private office equipped for both therapy and assessment. All offices have a desk, computer, and phone.

Clerical support is provided by our Office Support Associate and will assist with checking in clients for their appointments and notifying interns when clients arrive.

Training Equipment

Interns will have access to the DRES computer drive which includes various clinical resources such as templates, screening measures, treatment protocols, and intervention worksheets. Interns are encouraged to add to the list of resources if they have materials that would be beneficial for DRES. Intern offices will also be equipped with webcams, so all therapy sessions can be recorded.

Typical Week

	Monday	Tuesday	Wednesday	Thursday	Friday
8am	Assessment	Notes	Secondary Supervision	Notes	Notes
9am	Assessment	Therapy	Assessment		Therapy
10am	Report Writing	Therapy	Assessment	Therapy	Therapy
11am	Report Writing	Therapy	Assessment	Therapy	
12pm	Lunch	Lunch	Lunch	Lunch	Lunch
1pm	Therapy	Group Therapy	Group Supervision	Didactic Training	Assessment
2pm	Therapy	Group Therapy	Group Supervision	Didactic Training	Assessment
3pm	Primary Supervision	Supervision on Practicum Student	Therapy	Report Writing	Report Writing
4pm			Therapy	Report Writing	

Application Process

Prospective interns will apply through the Association of Psychology and Postdoctoral and Internship Center (APPIC) Application for Psychology Internship (APPI). The APPI is available at www.appic.org.

Requirements for Eligibility

- A doctoral candidate from an APA accredited doctoral program in clinical psychology or counseling psychology

- Successful defense of a dissertation proposal
- Completion of all doctoral program coursework

Requirements for Application

- APPIC submission
- Endorsement from the Director of Clinical Training in APPIC application
- Three letters of recommendation
- Recent CV
- Official transcript from graduate program
- A deidentified comprehensive psychological assessment report

Application Due Date

Applications must be submitted by November 27th, 2023.

Review of Applications

All applications are reviewed by the Training Director and supervisors to determine whether an applicant meets the requirements for the internship program. We strive to identify applicants who not only meet the minimum requirements, but also display interests and background that are an appropriate fit with the training experience provided at DRES.

Applicants will be notified no later than December 11th, 2023 to schedule an interview. The interview will be held via video conferencing and applicants will be provided with specific dates and times of the interviews to select from.

Salary and Benefits

Interns will receive a stipend of \$36,000. Currently, no benefits are offered.

Supervision

Interns will be assigned a primary supervisor based on their interests, training goals, and theoretical orientation. The primary supervisor will be responsible for signing off on all progress notes and reports. Any questions or concerns regarding any aspect of their clinical work or training should be directed to the primary supervisor first. Interns will receive 1 hour of individual supervision per week with their primary supervisor. Interns will also be assigned a secondary supervisor. The role of the secondary supervisor is to provide support as it relates to other aspects of their professional development, such as postdoc/job search, development of professional identity, and navigating roles within DRES. Secondary supervisors may also sign off on progress notes or reports if primary supervisor is unavailable.

Supervisors

Reese Davenport, Ph.D. is a licensed clinical psychologist in Illinois, Wisconsin and Texas. They are also a licensed school psychologist in Illinois. They currently work at Disability Resources and Educational Services (DRES) at the University of Illinois. Dr. Davenport has special interests in post-secondary services for students with disabilities, neuropsychological assessment, therapy interventions, teaching, supervision, Autism/Asperger's Syndrome, and executive skills interventions. They earned their Ph.D. in school psychology from Ball State University in 2011. Dr. Davenport was an

Illinois School Psychology Internship Consortium intern at DRES and the Rural Champaign County Special Education Cooperative (RCCSEC) and continued as a post-doctoral fellow at DRES following internship. They then worked for Agnesian Healthcare in southeastern Wisconsin before returning to work at the University of Illinois.

Hollie McClintick, Ph.D. is a licensed clinical psychologist in the state of Illinois and a Nationally Certified School Psychologist currently working at DRES. She earned her Ph.D. from the University of Iowa in 2012 and completed her pre-doctoral internship through Illinois School Psychology Internship Consortium at Maine East High School. She completed her postdoctoral fellowship at DRES. Following her postdoc, Dr. McClintick worked as an educational and clinical psychologist in Glasgow, Scotland. During her time in Scotland, Dr. McClintick provided consultation, assessment, and staff training to schools and therapy to adolescents and adults in a private practice. Dr. McClintick has special interests in providing psychological support to postsecondary students with disabilities and third wave behavior therapies, such as Acceptance and Commitment Therapy.

Sue Han, PsyD is a licensed clinical psychologist in the state of Illinois. She earned her PsyD from George Fox University in 2017 and completed her pre-doctoral internship at Wasatch Mental Health Clinic in Provo, Utah where she provided therapy and neuropsychological assessments for children and adults, as well as Crisis Intervention Training (CIT) for local law enforcement. She then completed her postdoctoral fellowship at DRES and continued on as DRES Assistant Director of Mental Health Services. Dr. Han has a special interest in assessments, teaching, and supervision. She also teaches an adult assessment course every summer for incoming practicum students.

Internship Policies

Maintenance of Records

Each intern will have an electronic file, which will be maintained by the Training Director. The file will include all documents, such as internship applications, supervision contracts, program evaluations, certification of completion, etc. as it relates to their training throughout the internship year. Formal grievances will also be stored in the intern's electronic file, but will be kept in a separate Grievance File. All files will be kept indefinitely by DRES after the completion of internship.

Extended Absence

Unforeseen circumstances such as pregnancy, illness, etc. may excuse an intern from completing their internship. Interns will still be required to complete the required number of hours in order to complete their training. With approval from the Training Director, an intern may extend the length of their training in order to complete their internship. In this case, the stipend will not exceed beyond the first 12-months of training.

Interns with Disabilities

Interns who require disability accommodation are to contact the Office for Access & Equity (oae.illinois.edu) for workplace accommodations and the Internship Training Director. Current documentation of the disability will be required.

Nondiscrimination Policy

DRES is committed to fostering a safe and welcoming environment for all interns. DRES adheres to the nondiscrimination policy set forth by the University of Illinois, Urbana-Champaign. <https://cam.illinois.edu/policies/hr-48/>

Intern and Site Evaluations

Both interns and the training program are continuously assessed during the course of the training year. While informal evaluation and feedback are highly encouraged on an as-needed basis, formal evaluations of interns and supervisors will take place twice during the year in March and July.

The primary supervisor will obtain feedback from other clinical and nonclinical staff who interact with the intern, as well as through direct and indirect observation of intern's clinical work in order to accurately assess intern's performance and progress based on the Intern Competency Evaluation Form. This evaluation is based on the nine areas of Profession-Wide Competencies (PWC) and each competency is rated on a scale from 1-5.

The evaluation rating scale is as follows:

Score of 1 (needs attention)

Lacks basic understanding or mastery of skills.

Score of 2 (growing area)

Displays basic understanding or mastery of some skills and/or displays understanding or mastery inconsistently.

Score of 3 (at expected level)

Displays foundational understanding and mastery of many skills reliably and consistently. The intern is generally able to function independently but may need additional supervision with complex cases.

Score of 4 (advanced level)

Displays understanding and mastery of skills with complex cases and is able to consider nuances and think critically about various aspects of a challenging case.

Score of 5 (professional level)

Displays understanding and mastery of skills with complex cases and is able to consider nuances and think critically about various aspects of a challenging case. Is able to articulate their understanding and is able to teach or supervise others.

At the time of the evaluation in March, interns will be required to obtain a score of at least 2 in all areas of competency. If an intern obtains a score of 1 in any area, Due Process procedures will follow, and interns will be expected to demonstrate responsiveness to feedback and put forth effort to make improvements. At the time of the evaluation at the end of the year, interns will be required to obtain a score of at least 3 in all areas of competency in order to meet criteria for successful internship completion.

The intern's academic institution will also typically request a formal evaluation by the internship

program, though the frequency and the number of evaluations required will vary by institution. It is expected that the institution will provide the evaluation form to be used. This will be completed with the intern. This will be sent to the academic institution.

The interns will also complete a formal evaluation of their primary and secondary supervisor in March and July. The purpose of this is to facilitate discussion regarding specific training needs of the intern and communicate ways to best meet those needs moving forward.

At the end of the internship year, interns will provide a formal evaluation of the internship program. In addition to the formal evaluation, interns are highly encouraged to provide informal feedback and suggestions throughout the year to their supervisors and/or the Training Director. DRES will review feedback and evaluations provided by interns to make improvements and changes to the training program.

A copy of all evaluations completed will be kept in the intern's file.

Successful Completion of Internship

Evaluation Criteria

At the time of the evaluation at the end of the year, interns will be required to obtain a score of at least 3 in all areas of competency in order to meet criteria for successful internship completion.

Written Requirements

Interns will be required to complete and sign all written requirements, including progress notes, assessment reports, and any other clinical documentation. These will need to be signed off by the intern's supervisor prior to successful completion of internship.

Training Hours

Interns will complete a minimum of 2,000 hours of supervised experience.

Participation

Interns will participate in didactics, group supervision, and individual supervision for the successful completion of internship as assessed by the intern's supervisor.

Rights and Responsibilities

Responsibility of the DRES Internship Program

As an internship training site, DRES has a responsibility to provide training that will prepare interns to enter into independent practice as licensed professionals. We also have the responsibility of safeguarding the public and the field by upholding the integrity of the profession and the high standards set forth by the APA and the Illinois Psychology Licensing Act.

Supervisors will be considerate of intern's professional development needs and provide consistent and ongoing individual and group supervision throughout the training year. Supervisors will also be available for informal supervision and consultation as needed. All

supervisors will adhere to ethical guidelines and standards, and model professionalism. All notes and reports will be reviewed and co-signed by supervisors in a timely manner. Supervisors will also provide informal feedback regarding intern's progress throughout the training, as well as a formal evaluation in March and July. Each supervisor will be responsible for storing and maintaining supervision notes and contracts. All client records, such as progress notes, assessment protocols, assessment reports, and other clinical documents, will be stored in the client's electronic medical record. Supervision will take a developmental approach in which interns are provided with increasing level of developmentally appropriate autonomy and responsibility.

Rights and Responsibility of the Intern

1. Interns are temporary employees of the U of I and therefore, are responsible for adhering to all policies of the University of Illinois Systems and DRES. These policies will be reviewed during the intern orientation at the beginning of the training year.
2. As trainees of DRES, interns are responsible for abiding by the APA Ethical Principles of Psychologists and Code of Conduct (2002) and the Illinois Psychology Licensing Act.
3. Interns are responsible for actively participating in all supervision and didactic trainings.
4. Interns are responsible for communicating with supervisors and/or the Training Director regarding concerns, problems, or challenges, particularly if it will impact the ability of the intern to provide competent clinical services.
5. Interns have a right to a clear understanding of the internship program, as well as the core competencies that will be used to measure their progress.
6. Interns have a right to fair and equal treatment, regardless of their ethnic or racial background, sexual orientation, sexual identity, religion, or disability status.
7. Interns have a right to receive formal evaluations that address areas of growth, areas of concern, and recommendations.
8. Interns have a right to express thoughts and concerns about any aspect of the internship without fear of retaliation or negative consequences.
9. Should any conflict or concerns arise that an informal resolution is unable to address, interns have the rights and responsibilities in the Grievance and Due Process Policies outlined.

Grievance Process

Interns are encouraged to be in open communication about their experiences, challenges, or concerns to supervisors and/or the Training Director. Engaging professionally in difficult conversations and working together to come up with a resolution is part of the training process.

If an intern has a complaint about any individual or aspect of the internship during the course of their training, the intern is expected to engage in informal resolution by speaking directly with the person of concern or person responsible. Interns are expected to consult with their primary supervisor or, if the concern is related to the primary supervisor, the intern may consult with the secondary supervisor or Training Director.

If concerns persist, the intern may request a formal mediation meeting. The Training Director will schedule the meeting within five working days of the request. The intern, supervisor, Training Director, and any other involved individuals will attend the meeting. The purpose of the mediation meeting is to discuss the nature of the concerns presented by the intern and come up with an appropriate mediation plan. The concerns identified, the mediation plan, and other

relevant details will be documented. All parties will sign, acknowledging their agreement and consent to the mediation plan. This document will be placed in the intern's file.

Once a mediation plan has been agreed upon, it will be implemented immediately. The intern will check-in three times, at two-week intervals to discuss the progress of the mediation plan. If the grievance is resolved after three check-ins, no further action is necessary.

In the event that the grievance continues, or the mediation plan is insufficient to adequately address the concern, the intern may file a formal grievance using the Grievance Form. The Grievance Form will be submitted to the Training Director or the primary supervisor (if the grievance is related to the Training Director). The Grievance Form will be reviewed by the Director of DRES and the Training Director or the Director of DRES and the primary/secondary supervisor(s) if the Training Director is related to the grievance. A plan of action will be made and will be documented on a letter, which all parties involved in the grievance will receive. A timeline for follow-ups will be determined and included in the letter. The Director of DRES, along with the Training Director or supervisor(s) will make the final decision. This letter will be placed in the intern's file and will be sent to the intern's academic institution. The intern will be expected to follow up with the designated member of DRES, which will be outlined in the letter, to assess the progress of the plan of action.

Due Process

An intern's problematic behavior or deficient performance will be communicated to the intern by the primary supervisor. This discussion should take place during individual supervision and the intern will be provided with support, resources, and suggestions for remediation. At times, intern's problematic behavior may be serious, or the intern may fail to remediate concerns. In that case, the following steps will be taken:

1. Interns will be notified verbally by their primary supervisor of the problematic behavior or unsatisfactory performance. This discussion should take place during individual supervision and the intern will be provided with support, resources, and suggestions for remediation. If the problem is resolved, no further action will be necessary.
2. If the concerns continue and attempt for remediation by the primary supervisor is insufficient, a written notice of the behavior or performance of concern will be provided to the intern. The written notice will be completed by the training director along with the intern's primary supervisor. All members involved (training director, primary supervisor, and intern) will be required to sign the notice. In the event that the training director is also the primary supervisor for the intern, the director of DRES may write the notice with the training director. This notice may also be sent to the intern's academic program clinical director and any other relevant persons. A copy of the notice will be kept in the intern's file and the intern's academic institution will also be notified and sent a copy of this notice. The written notice will include the following:
 - a. The nature of the discussion the intern had with their primary supervisor as outlined above.
 - b. The specific behavior or competency the intern has failed to remediate.
 - c. A remediation plan as determined by the primary supervisor and training director.
 - d. A timeline for when the intern is expected to demonstrate improvements (timeline will depend based on the nature and severity of the concern).
 - e. An appropriate timeline for the intern to respond to this notice in writing. If the

intern chooses to respond in writing, the written response will also be kept in the intern's file.

- f. A description of the action that will be taken if the intern fails to appropriately address and show improvements in the areas of concern by the timeline provided.

If the intern demonstrates improvements by the timeline provided in the written notice, no further action will be necessary. Demonstration of improvements will be judged based on the Remediation Plan Evaluation Form.

3. If no improvements are made by the timeline provided in the written notice, a hearing will take place with supervisors and other relevant members of the training program. The director of DRES and the Director of Clinical Training at the intern's academic institution may join the hearing. As a result of the hearing, the intern may be terminated from the internship program. A formal report will be written up of the nature of the hearing and the conclusion agreed upon by the members. The intern's academic institution will be notified of the decision to terminate the intern.
4. If the intern disagrees with a decision made by regarding a problematic behavior or grievance, appeal may be filed by the intern. The intern will have 2 weeks to submit the appeal starting from the date the intern was notified of the decision. The intern is required to appeal in writing and provide any information, evidence, or supporting document that warrants a reconsideration of the decision. The intern should direct the appeals letter to the Director of DRES. The appeal needs to include the following:
 - a. The reason for the appeal
 - b. The specific outcome the intern is requesting
 - c. Any information or supporting documents that would support the case
 - d. How the intern plans on addressing the concern moving forward if a reconsideration was made

Once the appeal is received, the Director of DRES may consult with the Training Director, supervisors, and other relevant members. The Director of DRES will make the final decision and provide a written explanation of the decision and all parties will receive a copy of this explanation. A copy of this will be placed in the intern's file.