

Predoctoral Internship Program

appliedpsychologygroup
of texoma

Predoctoral Internship Program

The educational philosophy and training model of The Applied Psychology Group of Texoma Predoctoral Internship Program is to provide training grounded in the scientific principles of our profession that emphasize the area of applied practice. The overarching objective of the predoctoral training program is to train ethical, competent psychologists who are capable of functioning independently and will contribute both to the welfare of society and to the profession.

The training staff realizes that the most important learning occurs through providing service under the direct supervision and mentorship of a senior staff professional. This model is enriched through predoctoral seminar, emphasis area activities, clinical work, consultations, and staff development activities.

The Applied Psychology Group of Texoma offers a predoctoral psychology internship training program for eligible doctoral candidates from a variety of practitioner based psychology programs. The internship is designed to meet APPIC standards for internship programs. The psychology internship is either a full-time, 40 – 50 hours per week, 50 week year position. A stipend of \$20,000 is provided for full-time placement. Each full-time predoctoral intern will accrue 2000 hours of supervised experience, which will meet the predoctoral professional experience requirements for licensure in all licensing jurisdictions.

The internship is an organized training program designed to provide interns with a planned, programmed sequence of training experiences with the primary focus on assuring breadth and quality of training. The internship provides training in a broad range of psychological assessment and intervention activities. Under supervision, interns provide direct psychological services to a diverse group of clients. Interns receive at least two hours of individual supervision per week from licensed staff psychologists and at least two hours of additional didactic experiences.

The internship program offers the interns a planned sequence of supervised clinical experiences, educational seminars, and consultation and collaboration opportunities with healthcare providers, parents and the community. The internship program allows each intern to gain valuable supervised clinical experience in interviewing, assessment, counseling, and consultation and collaboration.

The internship program follows a scholar-practitioner model that emphasizes the gradual and sequential development of professional competencies that are based on current research, scholarship, and practice. It is expected that interns will begin the internship at The Applied Psychology Group of Texoma with skills and knowledge. The internship program strives to further refine and develop these skills in an organized and gradual manner, allowing for each intern to accept an increasing amount of responsibility and demonstrating a greater level of proficiency. The supervisors and interns at The Applied Psychology Group of Texoma integrate research-based methods of assessment and intervention and prior clinical training and knowledge into their delivery and practice of psychological services.

The internship program places emphasis on assessment, psychodiagnostics, and intervention. In keeping with this philosophy, specific training opportunities are available in psychological and neuropsychological assessment instrumentation, report writing, diagnostic formulation, and intervention procedures.

The goal of the internship program is to train prospective professional psychologists to function independently in providing a variety of psychological services to improve the outcomes for individuals and their families. A primary focus of the internship is ensuring the breadth and quality of the interns' training.

Goals

The predoctoral internship program is defined by the following goals:

Goal #1: Commitment to mentoring and the scientist-practitioner model

The training staff believes that mentor relationships are essential methods to transmit knowledge and appropriate professional, ethical behavior. Thus, the training staff emphasizes the development of supportive, challenging collegial relationships with their interns. The internship subscribes to the scientist-practitioner model, but emphasizes training in the area of applied practice. Our model stresses the development of knowledge, skills and attitudes that encourages a scientific approach to practice.

Goal #2: Commitment to developing a broad range of competencies

The internship is designed to offer supervised experiences to interns who wish to develop and enhance competencies in providing the varied services offered at The Applied Psychology Group of Texoma. These services include psychological and neuropsychological assessment across all ages, developmental levels, and disorders; psychodiagnostics; individual, couples, and family counseling and psychotherapy; play therapy; crisis intervention; consultation; and behavioral modification.

Goal #3: Commitment to training students to provide services to a diverse clientele

Integral to the functioning of a psychologist is the ability to understand and competently provide clinical and counseling services to a pluralistic clientele. This function is particularly relevant in the state of Texas where changing demographics brings a richness of diversity in population. This mandates an even greater emphasis on training experienced in providing services to multicultural and economically diverse populations. The goals of diversity training emphasize, but are not limited to improving ethnic, economic, and cultural sensitivity, increasing awareness of different lifestyles, and developing competencies in working with multicultural groups. The Applied Psychology Group of Texoma clientele includes diversity across all domains.

Goal #4: Commitment to facilitating skill development, personal growth, and professional identity

The internship is viewed as a period of integrating academic training and applied experience. Emphasis is placed on skill development, professional identity development, and facilitation of personal growth. Expansion of a previously existing knowledge base is emphasized to create a more fully rounded professional. Personal exploration is encouraged to aid the intern in finding theoretical models that are concordant with personal views and philosophies. Development of personal growth includes gaining self-knowledge, having confidence in the ability to make sound, ethical, clinical, and personal judgments, being comfortable with multicultural settings, and experiencing a sense of responsibility to oneself, the profession, and society. Training supervisors facilitate this process through mentoring, supervision, consultation, modeling, and professional interaction.

Goal #5: Commitment to flexibility in developing each student's training program

The internship program provides a series of structured activities that take into account the needs, interests, and backgrounds of each intern. Each semester, interns will develop a goals statement outlining desired goals to be achieved during training and methods to be utilized in obtaining these goals. Goals should be concrete and measurable. Part of the evaluative component includes a periodic assessment of goal statements to ensure commitment to and accomplishment of objectives.

Areas of Training

Interns are involved in a wide range of clinical training activities. The internship training program provides opportunities for interns to develop new skills, as well as to refine skills they have acquired through graduate training. Through the internship program, interns develop proficiency and competency in the areas of assessment, counseling, parent consultation, behavioral assessment and intervention, and developmental screenings.

Assessment: Interns conduct psychological assessments of individuals with neurological, developmental, emotional, and behavioral difficulties. Cognitive, achievement, adaptive, neuropsychological, personality, and behavioral measures are used. Interns also participate in informal assessment, including observations and interviews. Interns are required to thoroughly learn the report writing process and produce complete psychological reports.

Individual Counseling: Interns provide individual counseling to persons with a variety of psychosocial and behavioral issues. All efforts will be made to match cases with the interests and educational growth of the intern. Individual counseling is typically once per week for forty-five to fifty minutes per session. Interns are expected to carry a minimum counseling caseload of 4-5 sessions per week. The type of therapy for these cases may be varied (individual, couples, family, play, behavioral consultation).

Couples/Family Counseling: Interns may have opportunities to provide couples or family counseling. These opportunities are on a case-by-case basis. If an intern expresses an interest in working with families, he/she should discuss this with the primary supervisor. Many of the issues covered in couples and family counseling relate to marital difficulties, divorce, loss, and parenting skills.

Behavior Assessment and Intervention: Interns conduct functional behavioral assessments and develop behavior intervention plans. This procedure requires interns to meet with families to determine the exact catalyst for the individual's behavior. Home and/or school visits may be required to accurately assess behavioral patterns. The intern will work closely with the family members to identify target behaviors and make specific, realistic recommendations to improve behavior.

Developmental Screenings: Interns have the opportunity to participate in assessment teams designed to evaluate children for potential developmental issues including autism spectrum disorders. For children suspected of having difficulties, interns conduct assessments of their cognitive, academic, neurological, emotional or behavioral functioning.

In addition to the already described training components, the predoctoral program contains the following elements:

1. Orientation: The predoctoral training year begins the first week of August. This week is designed to familiarize interns with The Applied Psychology Group of Texoma operations and facilitate their transition to the area. Orientation sessions will cover clinical operations, administrative and personnel policies and procedures. Interns are familiarized with the clinic's services including assessment, brief and long-term therapy, behavior management, and clinical consultation. Interns are required to establish goals with the help of supervisors during this time.

2. Consultation: Interns consult with parents, outside community professionals, and other individuals. Consultation may involve implementing behavioral interventions at home or school, facilitating program design, or developing educational modifications.

The Applied Psychology Group of Texoma is divided into several teams. Interns attend team meetings and are actively involved in the clinical discussions and administrative functions related to each team. Interns are encouraged to provide feedback to each other and staff about case conceptualization, intervention, and management.

Areas of Training, continued

Additionally, consultation with senior staff members on difficult cases is an ongoing part of the training process. One of the strengths of the training program is the availability of staff members for consultation. Staff members are available as needed for consultation about particularly difficult cases/crisis situations. Interns are encouraged to seek out staff members who have expertise in treating particular disorders/problems that are relevant to their caseloads. The essence of staff collaboration is evident in the collegial interactions and mentorship provided by the training staff.

3. *Supervision:* Each intern receives a minimum of two hours per week of regularly scheduled formal face-to-face individual supervision. Supervision is provided by doctoral-level staff psychologists who are licensed by The State of Texas. Various theories and models of supervision will be discussed and explored during individual supervision, group supervision and the didactic seminar. The intern also receives additional hours of supervision through a group supervision meeting and case review staffing. Interns also are required to attend one-hour supervision sessions with other interns, psychologists, and staff for case review and diagnostic discussions. Case review sessions are held daily and interns are encouraged to attend as many as possible but are required to attend a minimum of two sessions per week. These sessions include full case reviews during which the staff evaluates all relevant data and comes to a consensus regarding diagnostic conclusions and recommendations. This training allows students to integrate assessment data into a cohesive diagnostic formulation and is critical to the development of assessment interpretation competencies.

4. *Weekly Didactic Seminars:* Interns attend a 2 hour weekly training seminar provided by staff members and professionals in the community. The seminar is the core of the training experience and reflects the primary objectives of the predoctoral program. The purpose of the seminar is three fold: 1) To provide a forum for collegial support, discussion of training/professional identity issues, and monitor workload/organizational issues; 2) To provide advanced training in selected areas of clinical practice; 3) To provide education and exposure to other aspects of psychology practice such as consulting, alternative careers, service to the profession, business management, and agency management. Topics include a variety of issues related to the delivery of psychological services including ethics, multiculturalism, assessment instrumentation and interpretation, empirically supported interventions, counseling techniques and concerns, group dynamics, and specialty topics (for example autism, child abuse, substance abuse, forensic interviewing, etc.). Interns are encouraged to present topics in their training specialties. All students are encouraged to attend conferences and share information gained in pursuit of training.

Full-time Intern Experiences

Sample of Full-Time Intern Weekly Activities:

Percentage of time: (Percentages will be adjusted based upon the intern's desired experiences)

Assessment - 60%	Behavior Management - 10%
Counseling - 10%	Supervision - 10%
Consultation - 5%	Administrative Activities (recordkeeping, etc.) - 5%

Expected Competencies

By the end of the training year, interns are expected to display competence in the following areas:

Competency #1: Interns will display a broad range of competencies tailored to meet the interns specified needs.

Objectives:

1. Interns will conduct competent psychological assessments using psychological and neuropsychological instrumentation.
2. Interns will compile assessment data into well organized, meaningful, complete reports.
3. Interns will display competence in short-term individual psychotherapy and counseling.
4. Interns will display competence in longer-term psychotherapy.
5. Interns will display competence in the utilization of research based practices to inform clinical practice.
6. Interns will display competence in ethical decision making.

Competency #2: Interns will display proficiency in providing services to a diverse clientele

Objectives:

1. Interns will display competence in the provision of services to a range of diverse clients from ethnic, cultural, physical ability, sexual orientation, and socioeconomic diversity to diversity within the variety of diagnoses.
2. Interns will display personal awareness and understanding when in professional relationships with individuals from different genders, ethnic groups, sexual orientations, clinical diagnoses, and physical challenges.

Competency #3: Interns will display personal and professional growth

Objectives:

1. Interns will display awareness of their personal reactions to situations encountered during the internship.
2. Interns will exhibit professional growth by displaying over the course of the internship increased autonomy and enhanced ability to make sound, ethical decision in their service to others.
3. Interns will display professionalism relevant to their identity as a psychologist.
4. Interns will interact with providers from other specialty areas (e.g. psychiatrists, other mental health specialties, health providers, and teachers) in a manner that conveys their own sense of professionalism.
5. Interns will utilize staff supervision and consultation in an increasingly collegial manner.

Expectations Specific to Trainees

- A. Engage in self-reflection and introspection of attitudes, beliefs, opinions, feelings, personal history.
- B. Examine and attempt to resolve any of the above to eliminate potential negative impact on their ability to perform the functions of a psychologist, including but not limited to providing effective services to individual from cultures and with beliefs different from their own.
 - a. Members of our training community are committed to educating each other on the existence and effects of racism, sexism, ageism, heterosexism, religious intolerance, and other forms of prejudice. Evidence of bias, stereotyped thinking, and prejudicial beliefs and attitudes will not go unchallenged, even when such behavior is rationalized as being a function of ignorance, joking, cultural differences, or substance abuse.
 - b. In summary, all member of The Applied Psychology Group of Texoma 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. Members agree to engage in a mutually supportive process that examines the effects of one's beliefs, attitudes, and values on one's work with all clients.

Training Resources

The professional staff consistent of a multidisciplinary and diverse group of individuals and disciplines including licensed psychologists and licensed professional counselors. A variety of theoretical perspectives are represented. Most staff are integrative in the manner they provide clinical services and they share a commitment to a developmental point of view.

As previously mentioned, our site is committed to a scientist-practitioner model and thus relevant scientific information is integrated into various aspects of the interns training. Relevant scientific and empirical information is often discussed in individual and group supervision, and the training seminar.

Given one of the main goals of the internship is our commitment to mentoring, it is clear that our staff takes pride in being professional role models to interns. The training staff believes that mentor relationships are essential methods of transmitting knowledge as well as appropriate professional and ethical behavior.

Finally, in addition to the aforementioned capabilities, The Applied Psychology Group of Texoma strives to support interns through use of renovated facilities, administrative support, and access to assessment instrumentation.

Evaluation Procedures

Evaluation is structured to be an integral part of planning, setting objectives and organizing the training process itself. The evaluation process begins during the orientation period when interns are asked to identify their skill levels and to articulate objectives and individual areas of interest. Clinical evaluation and feedback for each intern is provided by the individual supervisor, at the end of the first semester (approximately 6 months after start of the internship year) and at the end of the second semester (approximately at the end of the internship year). This written and verbal evaluation consists of a review of the intern's objectives and goals and feedback in the areas of assessment and conceptualization skills, psychotherapy/counseling skills, professional standards and behavior, use of supervision, and personal characteristics. At the end of the evaluation session, new goals and priorities can be developed to facilitate the future supervisory contacts and training. Throughout the supervision process, it is expected that feedback is continuous; thus if goals are not being met, feedback would be provided prior to the formal evaluation.

Recognizing that internship is a reciprocal relationship, interns evaluate their supervisory relationship and the internship program at the same time they receive their evaluations. These evaluations are utilized to make necessary improvements to the internship program. The goal of the feedback and evaluation procedures is to provide interns with a program that is responsive to their training needs.

Due Process and Grievance Procedures

The basic meaning of due process is to inform and to provide a framework to respond, act, or dispute. Due process ensures that decisions about trainees are not arbitrary or personality-based and provides a route to remediate identified professional deficiencies. Grievance procedures allow trainees an avenue to address concerns regarding training program inadequacies by providing a vehicle for satisfactory resolution. Both policies require that the training program identify specific procedures, which are consistently applied to all serious performance based concerns regarding either the trainee's professional development or program deficits by providing an opportunity for resolution of problematic functioning. The Due Process and Grievance Procedures and guidelines will be discussed in entirety at the beginning of the internship year during orientation.

Due Process Guidelines

1. During the orientation period, trainees will receive in writing:
 - a. Applied Psychology Group of Texoma's expectations related to professional functioning while in the internship, including state mandated standards for professional functioning.
 - b. The procedures for evaluation of trainees, including when and how such evaluations will be conducted. Such evaluations will occur at meaningful intervals.
 - c. The various procedures and actions involved in identifying, decision making, and intervening when problem behaviors or trainee concerns are raised.
2. The Applied Psychology Group of Texoma will communicate early and often with the trainee regarding performance and professional development. If any difficulties are identified that are significantly interfering with trainee's performance, these concerns will be communicated to the trainee by the assigned supervisor or the Director of Training; and when needed, to the trainee's home program.
3. A remediation plan will be developed by the Training Committee for identified inadequacies, which will include a time frame for expected remediation and consequences of not rectifying the inadequacies.

The intern will receive notification of the need for necessary remediation through verbal communication and written documentation. Such documentation will include the nature of the professional deficit and a remediation plan, which may or may not be constructed with consultation from the intern's school program. The Director of Training will contact the intern's program liason to inform them of the nature of the professional deficit and the proposed remediation plan. The program liason will be informed regularly regarding the progress of the intern during the remediation phase. Extremely serious offenses, such as an inappropriate client relationship, may result in termination of the intern.

4. If a trainee wishes to institute an appeal process, the due process document (provided to interns at the start of the year) describes the steps of how a trainee may officially appeal this program's action.
5. The Applied Psychology Group of Texoma's due process procedures will ensure that trainees have sufficient time to respond to any action taken by the program before the program's actions are implemented. When evaluating or making decisions about a trainee's performance, Applied Psychology Group of Texoma staff will use input from multiple professional sources.

Due Process Procedures

Clarification Hearing: The intern may ask for a hearing to address behaviors deemed to be deficient; the purpose of such is to ensure adequate understanding of the problematic behavior and provide an opportunity for the intern to explain situational circumstances that could influence remediation decisions. The training director, intern's supervisor, and one other mental health professional will be present at the hearing. The hearing agenda will strictly address the identified professional deficit and potential remediation plan; any other potential difficulties encountered by either the intern or the Applied Psychology Group of Texoma should be addressed through appropriate policy provided means.

Due Process Procedures, continued

Appeal Process: If the Internship Training Committee recommends remediation of skills or termination of the intern from the internship, the intern may appeal this decision in writing to the Executive Director within one week of notification of the decision. If an appeal is made, the Executive Director will appoint a panel to hear and rule on the appeal. The appeal panel will consist of no less than three professional staff members of the mental health field, the majority of which are members of the profession for which the intern is in training. Some or all of whom may be staff members of the Applied Psychology Group of Texoma. No panel member will be a member of the Internship Training Committee, a current or past supervisor of the intern, or anyone who has previously lodged a formal complaint against the intern. The intern will present the appeal. The Director of Training will present the position of the Internship Training Committee. The hearing will be conducted in an informal manner and will not be bound by legal rules of evidence or testimony. Either side may call and examine witnesses or present other information as it deems appropriate. A decision to remediate or terminate will be based on the evidentiary standard of clear and convincing proof. Any decision of the panel will be by simple majority. Proceedings of the appeal hearing will be documented in a summary transcript.

If the appeal panel recommends that the intern's appointment be continued, the Director of Training, Internship Training Committee, and discipline staff will abide by this decision, taking into account any further recommendations of the panel. It will be the responsibility of the Director of Training, under these circumstances, to negotiate with the intern and the supervisor an acceptable training plan for the balance of the training year.

A recommendation of termination by the appeal panel will be communicated to the Executive Director, accompanied by transcripts of both hearings and any pertinent supporting information or documents. The results of the appeal proceedings will be communicated in writing to the intern.

Grievance Procedures

On occasion, interns may have concerns about the program in which they are participating that need to be addressed or corrected. The general purpose of the Grievance Procedure is to provide a structured means by which an intern may seek formal resolution to personal, professional, or ethical conflicts involving other interns, staff members, or program policies. The intern is treated in a manner generally similar to staff members who have such concerns. These procedures are designed to be consistent with Principle 1 (Resolving Ethical Issues) of the Ethical Principles of Psychologists and Code of Conduct (American Psychological Association, 2002).

1. The intern is fully expected to first discuss the conflict directly with the person with whom the intern has the grievance in an effort to resolve the problem. If the intern desires, another member of the APG staff, of the intern's choosing, may be invited to facilitate the complaint process.
2. If the matter cannot be resolved informally, the intern should discuss the concern with their immediate supervisor, unless this person is the subject of concern, in which case the intern should go directly to the Director of Training. If the intern's informal attempts to resolve the grievance are unsuccessful, the intern may submit a formal, written grievance to the Executive Director, outlining the specifics of the grievance with all supporting documents, including attempts to solve the problem informally, and the request for a hearing to resolve the matter. If the intern is challenging a formal evaluation, they should do so within five days of receipt of the evaluation. Throughout this procedure, the sponsoring university faculty advisor is kept apprised of the intern's grievance and subsequent procedures. The Director of Training will communicate a number of times with the sponsoring university faculty advisor.

Grievance Procedures, continued

3. The Executive Director will review the issue based on the materials supplied by the intern and the subject of the grievance and will then appoint a Hearing Committee consisting of two supervisors (one of which will be the Director of Training, unless that person is named in the grievance). This committee will meet with the intern to resolve the grievance after reviewing the relevant material and will submit a formal written recommendation to the Executive Director. The Executive Director has final discretion regarding outcome within the Applied Psychology Group of Texoma. The Executive Director then informs the intern, staff members involved, graduate training director and if necessary, members of the training staff of the decision and any action taken or to be taken.

4. If the intern disputes the Executive Director's final decision, the intern has the right to appeal, which must be in writing and submitted to the Executive Director. The intern also has the civil right to pursue concerns through any legal means outside and beyond the Applied Psychology Group of Texoma regardless of the nature or seriousness of the concern.

Employee Grievance Form

Applied Psychology Group of Texoma Employee Grievance Form

You should review the relevant portions of the Employee Handbook that apply to Complaints and Grievances. Unless your matter involves a violation of (1) Policy or Procedures of APG, (2) rights guaranteed in the U.S. Constitution, (3) Code of Ethics or (4) Internship Training Guidelines; you should consider filing a complaint rather than a grievance. Please remember that you must meet all established guidelines for filling a grievance. Failure to meet these guidelines can result in your grievance/concern not being heard or acted upon. Please submit this form to the Executive Director within one week of event occurrence.

What are you filing? __Complaint __Grievance Today's Date:) _____
Name: (print) _____ Signature: _____

Name of Your Supervisor: _____

Date Complaint/Grievance was initially discussed with your Supervisor: _____

Name of Next level Supervisor: _____

Date grievance/complaint was initially discussed with next level Supervisor: _____

Explanation of Complaint or Grievance: Note: If filing a Grievance, you MUST include specific policy and/or U.S. constitutional rights or ethics codes that you feel have been violated. You may attach a detailed explanation.

Corrective action desired. If you prefer, you may attach a detailed explanation.

DO NOT WRITE BELOW THIS LINE.

Received by: _____ Date: _____

Reviewed by: _____ Date: _____

Follow-up and disposition:

Signature: _____

Application Procedures

Candidates should be enrolled in a regionally accredited doctoral program in clinical, counseling, or school psychology. They must have completed at least 900 practicum hours. Applicants should have:

- a. experience in coursework/practica that prepared them to provide psychological services
- b. Applicants must submit:
 - 1) APPIC Application for Psychology Internship (AAPI)
 - 2) Current, comprehensive vita
 - 3) Official transcripts of graduate work
 - 4) Three letters of recommendation addressing:
 1. a) Prior training, interests, and goals appropriate to the internship program
 2. b) Ability to apply assessment/diagnosis and intervention/treatment knowledge in psychology under supervision
 3. c) Ethical conduct
 4. d) Interpersonal skills appropriate to the professional practice of psychology
 - 5) Sample psychological report
- c. Application materials must be received by December 15. For additional information please contact Dr. Paulette Pitt or Dr. James Harrison at (903)893-0298.
- d. All candidates must apply formally to The Applied Psychology Group of Texoma at the address listed below:

The Applied Psychology Group of Texoma
Intern Selection Process
James R. Harrison PhD
402 W. Lamar, Suite 102
Sherman Texas, 75090