

NPTC

NATIONAL PSYCHOLOGY TRAINING CONSORTIUM
Training Tomorrow's Psychologists

Cascades Region Internship Brochure

Revised August 2019

**APA ACCREDITED ON CONTINGENCY
APPIC MEMBER**

2885 W. Battlefield St.
Springfield, MO 65807
www.psychologyinterns.org

Table of Contents

Table of Contents	2
Organizational Overview	3
Introduction	3
Mission Statement	3
Long-Term Diversity Plan	4
Non-Discrimination Policy.....	6
Disabilities Support Services Policy.....	7
Doctoral Internship Program Overview	8
Overview of Training Program	8
Philosophy of Training Program.....	8
Graduation Requirements	12
Internship Program Learning Activities	13
NPTC-Cascades Settings and Application	18
Community Health of Central Washington.....	19
HealthPoint	21
Psychology Intern Schedule and Time Allocation.....	22
Benefits	22
Eligibility, Application, and Selection Procedures	23
APPIC Match Information	25
Internship Admissions, Support, and Initial Placement Data	26
References	29
Appendix A: APA Accreditation	30
Appendix B: Organizational Information	32
Appendix C: Research Reviews	34



Organizational Overview

Introduction

A unique focus of the National Psychology Training Consortium (NPTC) is the intersection between psychology and integrated primary care in rural and underserved areas. NPTC provides various activities designed to establish the psychology intern's competence in engaging in evidence-based practice, serving diverse populations and demonstrating professionalism and ethical decision-making. Some of the assignments immerse the intern in direct service delivery (e.g., brief intervention), while other experiences provide training and support (e.g., individual supervision or didactics). These training activities are structured in terms of sequence, intensity, duration and frequency, allowing the intern to develop mastery at each step before progressing to the next.

The executive training staff of NPTC include the President/CEO, Adam Andreassen, Psy.D.; Regional Training Director, David Bauman, Psy.D.; Director of Special Projects, Angela King, Psy.D.; Director of Diversity Enhancement, Anya Zimberoff, Psy.D.; Director of Operations, Katherine Dixon, M.A.; Operations Coordinator, Toni Ripper; and Operations Assistant, Jessica Chambers. The Cascades Region of NPTC is comprised of sites located in northwest and central Washington. The Executive Training Office for NPTC is located in Springfield, Missouri.

Mission Statement

Training Tomorrow's Psychologist in the Discipline and Practice of Psychology with Rural and Underserved Patients

The mission of NPTC closely aligns with the vision and mission of the American Psychological Association's Committee on Rural Health (CRH). The mission of NPTC emulates that of the CRH in the following ways: 1) ensuring availability of behavioral and physical health services; 2) improving the availability and retention of psychologists; 3) increasing psychological services; and 4) encouraging integrative care to reduce behavioral health care stigmas.

Long-Term Diversity Plan

NPTC is committed to promoting and infusing diversity into every facet of the training experience. NPTC adheres to the definition of diversity provided in the Commission on Accreditation-Guidelines and Principles (2012), Domain A, Section 5, as “personal and demographic characteristics. These include, but are not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and social economic status.” NPTC is dedicated to providing psychology interns with opportunities to work with populations in a variety of settings that promote and provide necessary exposure to diverse populations and issues. In addition, NPTC recognizes the importance of multicultural awareness and competence in the provision of professional service and strives to prepare prospective psychologists to meet the needs of a progressively global and dynamic society.

With this in mind, NPTC has devised a long-term diversity plan to not only provide diversity training and experiences to its interns, but to also provide a safe, trusting, accepting atmosphere at its sites. In order to accomplish these goals, NPTC has outlined three main areas of program diversity:

1. Diversity Education

- a. NPTC’s mission statement is to train psychologists in the discipline and practice of psychology with rural and underserved patients. All training sites provide treatment to patients who represent various aspects of diversity, including age, religion, disability, and lower socioeconomic status. Supervisors provide interns with opportunities to work with diverse patients as cases become available.
- b. NPTC has made diversity and diversity training a core component of its program goals and objectives in order to provide the appropriate emphasis on diversity to interns and ensure they graduate with an appropriate respect for diversity in all its forms.
- c. NPTC values and emphasizes the importance of training in diversity and is committed to dedicating at least two and a half hours of training on diversity issues each month, as well as speakers from various areas of diversity when available.
- d. All interns are evaluated quarterly on their ability to work with patients from diverse backgrounds.
- e. As part of their core training expectations, Interns spend two hours each week in self-directed journal review, at least 10% of which must include diversity-related topics. Fulfillment of this guideline is monitored and verified monthly by the Site

Training Director.

- f. NPTC's *Director of Diversity Enhancement* initiates and monitors the Long-Term Diversity Education Plan. This individual also presents diversity trainings, promotes diversity enhancement, consults with interns on diversity issues, and, if necessary, provides interns with referrals to other diversity experts.
 - g. NPTC's Board of Directors has a Diversity Committee chaired by one of the agency's Directors of Diversity Enhancement. This committee reviews research pertaining to both training and education of diversity topics as well as best practices for employment and retention of diverse staff. This committee reports to the Board during each Board meeting and disseminates their recommendations agency-wide for reference and application as appropriate.
 - h. One of NPTC's Cascades Region member sites provide regular diversity training for their employees. The remaining two NPTC sites conduct periodic diversity training as well as informal discussions relating to diversity in their regular staff meetings and in supervisory or training activities. Information has been provided to these sites on various online trainings that are available to them to use.
2. Psychology Intern Diversity Recruitment and Retention
- a. NPTC highlights the opportunities for diversity training through the training sites on its webpage and in the APPIC directory.
 - b. To encourage applicants interested in working in rural, need-based areas, NPTC highlights sites, which are members of the National Health Service Corps loan repayment program. This increases the potential of attracting diverse applicants interested in longer-term placements in high-need diverse areas.
 - c. NPTC advertises available internship positions in the APA Division 38, APA Division 44, and APA Division 45 newsletters in order to encourage a more diverse applicant pool.
 - d. NPTC advertises its program and available positions by sending its brochure to doctoral programs which have degree concentrations in Rural Psychology and/or Integrative Primary Care; for instance, Marshall University, University of North Dakota, East Tennessee State University, Ohio State University, East Carolina University, and University of Alaska.
 - e. While it is likely that psychology interns will have a range of pre-existing attitudes and values related to diversity issues, acceptance to the training program is seen as a commitment to:

- i. The social value of respect for diversity;
- ii. Willingness to engage in self-disclosure, self-reflection, and introspection; and
- iii. Readiness to resolve or eliminate attitudes, beliefs, and behaviors that could have a negative impact on their ability to perform the functions of a mental health professional in accordance with the highest standards and principles of professional practice and ethics.

3. Staff/Supervisor Diversity Recruitment and Retention

- a. All NPTC member sites are encouraged to consider the following strategies when choosing staff and supervisors for their sites:
 - i. Advertise staff openings in venues targeting diverse applicants.
 - ii. Incorporate an inclusive diversity statement in all staff job advertisements.
 - iii. Request referrals and nominations of candidates from underrepresented groups completing doctoral programs.
 - iv. Allow/encourage support staff, supervisors, and interns to attend diversity-oriented training and conferences.
- b. All NPTC member sites have non-discrimination policies in place within their organizations.
- c. NPTC expects that all members of the Consortium will promote a safe, trusting, and accepting environment and strive to learn from each other in an atmosphere of mutual respect.
- d. It is also expected that all members of the Consortium be supportive and respectful of all individuals, including, but not limited to, patients, staff, peers, administrators, and supervisors who are different from them in age, gender, gender identity, body size, race, ethnicity, culture, national origin, religion, spirituality, sexual orientation, disability, language, or socioeconomic status.

Non-Discrimination Policy

NPTC and member sites are Equal Opportunity/Affirmative Action employers and do not discriminate on the basis of race, color, religion, ethnic or national origin, creed, ancestry, gender, disability or age, sexual orientation, or veteran status in employment or in any of its programs and activities. For questions, concerns, or more information, contact Katherine Dixon at kdixon@psychologyinterns.org.

Disabilities Support Services Policy

Within the guidelines set forth in this policy, NPTC and member sites are committed to providing an accessible and supportive environment for individuals with disabilities. NPTC and member sites do not discriminate on the basis of disability against otherwise-qualified individuals in any program, service, or activity offered by the consortium. NPTC is committed to ensuring that no otherwise-qualified individual with a disability is excluded, denied services, segregated, or otherwise treated differently than other individuals because of the absence of auxiliary aids or other appropriate services. Such accommodations, however, cannot result in an undue burden to NPTC or member sites or fundamentally alter the requirements essential to a psychology training program. NPTC reserves the right to determine whether a psychology intern or resident is capable of performing the duties required by the program.

Notification to the Consortium of any and all types of personal needs involving physical, emotional, and learning difficulties and/or needs related to the Americans with Disabilities Act is the sole responsibility of the psychology intern. The individual should notify the Support Coordinator for Persons with Disabilities as soon as the need for accommodations becomes evident. In order to receive accommodations, the individual must provide the Support Coordinator for Persons with Disabilities with appropriate documentation of the disability.

Only persons interested in receiving disability-related accommodations need to provide disability documentation. If eligibility for accommodations is established and the request for accommodations approved, the Support Coordinator for Persons with Disabilities will coordinate a meeting between psychology intern and the necessary Training Directors and/or supervisors to review the approved accommodations. While all reasonable efforts will be made to accommodate individual needs, it is conceivable that some conditions and circumstances may exist which cannot be reasonably accommodated.

To initiate an inquiry or request for accommodations, the individual must contact Katherine Dixon at kdixon@psychologyinterns.org.



Doctoral Internship Program Overview

Overview of Training Program

The NPTC believes that the competent practice of psychology requires an integration of scientific and professional knowledge, skills, and attitudes. Thus, NPTC's internship training incorporates diverse psychological theories, approaches, and perspectives that are designed to prepare psychology interns for a broad range of professional roles and activities. The training program is also attuned to the continually expanding scope and evolving nature of the field and the likelihood that clinical psychologists will engage in multiple roles over the course of their professional careers.

NPTC is committed to providing a clinical training experience that is sequential, cumulative, and graded in complexity. The training is conducted in a facilitative and supportive manner that provides each psychology intern with the opportunities to experience the practice of psychology with rural and underserved patients and as members of multidisciplinary integrative primary care teams. Psychology interns are respected trainees who make valuable contributions that enhance the learning environment of the organization as a whole. Psychology interns are provided the opportunity to expand their understanding of theoretical principles and translate that knowledge into practice.

The goal of the supervisory relationship is to maximize the opportunity for the psychology interns to develop a constructive, collaborative working alliance that supports growth, learning, and quality care provision. Through collaborative modeling with supervisors, psychology interns are socialized into the profession and develop an appreciation for continuing professional development and lifelong learning.

Philosophy of Training Program

The NPTC seeks to train prospective psychologists to the discipline and practice of clinical psychology by employing an empirically-informed competency-based practitioner-scholar model. The three program aims include the following:

- **Aim 1:** To provide broad and general training in psychology with emphasis on applied empirical knowledge in the primary care setting.
- **Aim 2:** To prepare psychology interns to competently address the needs of diverse populations, with emphasis on underserved.
- **Aim 3:** To socialize psychology interns to utilize critical thinking, problem solving, and meaningful self-reflection to facilitate life-long professional development.

The program utilizes these aims to provide experiences in clinical learning environments that are responsive to the changing needs of diverse communities.

As psychological practice is inarguably based on science, the program firmly believes the competent, evidence-based practice of psychology requires an integration of both scientific and professional knowledge, skills and attitudes. Our training philosophy utilizes the local clinical scientist philosophy with an additional focus on acquisition of core competencies for behavioral health consultants. Specifically, this model not only emphasizes the importance of general training in primary care psychology but also prioritizes the integration of science and practice via implementation of the practitioner-scholar as a “local clinical scientist.” As described by Trierweiler and Stricker (1992), this perspective emphasizes:

- being a generalist of knowledge and method;
- focusing on local realities in which data are gathered as they apply to a particular case but may be limited in the extent to which they generalize to other cases; and
- developing an active inquiring mind as opposed to concentrating on technical expertise with scientific methods (p. 104).

Internship training is guided by consortium values that include:

- Broad and general practice with the opportunities to move into new, emerging areas;
- Multiples ways of knowing, sources of knowledge, and values;
- Commitment to life-long learning;
- Valuing of human diversity;
- Self-awareness, open-mindedness, flexibility, personal integrity, and honesty; and
- Guidance by professional ethics and standards of conduct.

This generalist foundation is complimented by a focus on Robinson and Reiter’s (2015) suggested core competencies particularly relevant when working in primary care, which include:

- Clinical Practice Skills
- Practice Management Skills
- Consultation Skills
- Documentation Skills
- Team Performance Skills
- Administrative Skills

These values serve to compliment the profession-wide competencies of the Internship Program.

Profession-Wide Competencies	
I. Research	
Behavioral Objectives	Evaluation Methods
1. Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.	Psychology Intern Quarterly Evaluation (Research Questions 1-3) Critical Analysis

II. Ethical and Legal Standards	
Behavioral Objectives	Evaluation Methods
<ol style="list-style-type: none"> 1. Be knowledgeable of and act in accordance with each of the following: <ol style="list-style-type: none"> a. the current version of the APA Ethical Principles of Psychologists and Code of Conduct; b. relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and c. relevant professional standards and guidelines. 2. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas. 3. Conduct self in an ethical manner in all professional activities. 	Psychology Intern Quarterly Evaluation (Ethical and Legal Standards questions 1-4)
III. Individual and Cultural Diversity	
Behavioral Objectives	Evaluation Methods
<ol style="list-style-type: none"> 1. Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. 2. Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. 3. Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. 4. Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship. 	Psychology Intern Quarterly Evaluation (Individual and Cultural Diversity questions 1-4)
IV. Professional Values and Attitudes	
Behavioral Objectives	Evaluation Methods
<ol style="list-style-type: none"> 1. Behave in ways that reflect the values and attitudes of psychology; including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. 2. Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. 3. Actively seek and demonstrate openness and responsiveness to feedback and supervision. 4. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training. 	Psychology Intern Quarterly Evaluation (Professional Values and Attitudes questions 1-4)

V. Communication and Interpersonal Skills	
Behavioral Objectives	Evaluation Methods
<ol style="list-style-type: none"> 1. Develop and maintain effective relationships with a wide range of individuals; including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. 2. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. 3. Demonstrate effective interpersonal skills and the ability to manage difficult communication well. 	Psychology Intern Quarterly Evaluation (Communication and Interpersonal Skills questions 1-3)
VI. Assessment	
Behavioral Objectives	Evaluation Methods
<ol style="list-style-type: none"> 1. Demonstrate current knowledge of diagnostic systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology. 2. Demonstrate understanding of human behavior within its context (e.g., family, social, societal, and cultural). 3. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. 4. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. 5. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. 6. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences. 	Psychology Intern Quarterly Evaluation (Evidence Based Practice in Assessment questions 1-5)
VII. Intervention	
Behavioral Objectives	Evaluation Methods
<ol style="list-style-type: none"> 1. Establish and maintain effective relationships with the recipients of psychological services. 2. Develop evidence-based intervention plans specific to the service delivery goals. 3. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. 4. Demonstrate the ability to apply the relevant research literature to clinical decision making. 5. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking, 	Psychology Intern Quarterly Evaluation (Evidence Based Practice in Intervention questions 1-7)

6. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.	
VIII. Supervision	
Behavioral Objectives	Evaluation Methods
1. Apply knowledge of supervision models and practices in direct or simulated practice with psychology trainees, or other health professionals.	Psychology Intern Quarterly Evaluation (Evidence Based Practice in Supervision questions 1-3)
IX. Consultation and Interprofessional/Interdisciplinary Skills	
Behavioral Objectives	Evaluation Methods
1. Demonstrate knowledge and respect for the roles and perspectives of other professions. 2. Apply this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.	Psychology Intern Quarterly Evaluation (Consultation and Interprofessional/ Interdisciplinary Skills questions 1-3)

Graduation Requirements

The following is the list of program requirements psychology interns are expected to achieve in order to graduate from the internship program:

- Complete 2,000 total internship hours.
- Maintain a minimum caseload of 10 face-to-face patient contact hours per week, resulting in at least 25% patient contact or 500 hours over the course of the year.
- Complete at least 200 hours of supervision over the course of the year, at least 100 of which needs to be individual supervision with a licensed psychologist.
- Complete a minimum of 6 assessment reports appropriate to the training site.
- Attend all scheduled didactic training activities as specified in the Didactic Training section in the manual.
- Complete a *Critical Analysis* as defined within the Critical Analysis section with a score of 2 or above in each category.
- Discuss the *Competency Checklist* with Primary Supervisor at the beginning of year.
- Discuss the *Individual Learning and Training Plan* with Primary Supervisor at beginning of year and again at mid-year.
- Complete time tracking using the NPTC Payroll Manager website. Time tracking must be submitted every two weeks based on the NPTC Timesheet Periods.

- Complete all internship documentation/forms/surveys as requested by the Executive Training Office throughout the year.
- Average score of 2.5 across all competencies on the *Psychology Intern Quarterly Evaluation* in the second quarter (with no ratings of 1), average score of 3 (Satisfactory Strength) in the third quarter (with no ratings of 1 or 2), and receives scores of at least 4 (Competent) in the fourth quarter with no items rated 1 (Unfamiliar), 2 (Aware/Developing), or 3 (Satisfactory Strength) to demonstrate they have achieved the objectives and competencies set by the Consortium.
- Maintain a score of 3 (Satisfactory) or higher on each area of the *Quarterly Professionalism Review*.

Internship Program Learning Activities

A unique focus of the program is the intersection between psychology and integrated primary care in rural and underserved areas. NPTC-Central provides various activities designed to establish the psychology intern's competence in engaging in evidence-based practice, serving diverse populations and demonstrating professionalism and ethical decision making. Some of the assignments immerse the intern in direct service delivery (e.g., outpatient intervention), while other experiences provide training and support (e.g., individual supervision or didactics). These training activities are structured in terms of sequence, intensity, duration and frequency, allowing the intern to develop mastery at each step before progressing to the next. Interns are provided with a combination of required and elective activities during the internship to prepare them to deliver a variety of psychological services. Interns actively participate in the selection of learning activities with respect to the number and intensity of activities completed.

Performance in program assignments is monitored and supported through the individual supervision process. At the beginning of the training year, the Site Supervisor/Site Training Director will meet with the intern to generate a learning plan, specifically the Individual Learning and Training Plan (ILTP), which designates the assignments necessary to complete the internship. The ILTP reflects both required and elective activities for the specific internship site.

Intervention

Intervention is considered foundational to the training experience. It is a core experience including an ongoing caseload of adult, adolescent, or child patients. The psychology intern is expected to obtain a minimum of 10 face-to-face patient contact hours (25% of time) per week for a total of no fewer than 500 hours over the course of the year. Patient contact hours for this component accumulate through a variety of treatment modalities, depending on site placement. Potential modalities include: inpatient or outpatient, individual, group, couples and family intervention, and assessment administration. The intern's performance is assessed at the outset of the internship and patients are assigned consistent with the intern's developmental readiness. As proficiency increases, interns are assigned more complex and challenging cases. Interns conduct co-intervention and participate in direct observation or other training opportunities with their primary and/or secondary supervisors when possible. Since

intervention activities may vary at each location, a more detailed description of intern activities and schedule is provided by site in Appendix G.

The following table lists examples of recent training opportunities available at our various sites.

TABLE 1: Examples of Treatment Modalities

	CHCW	HealthPoint
Brief Intervention (Individual, Couples, Family, Group)	X	X
Multidisciplinary Medical Clinic Consultation	X	X
Integrated Health Care	X	X
Primary Care Assessment (PHQ-9, GHQ-9, MoCA, DUKE, etc)	X	X
Community Intervention	X	X
Crisis Intervention	X	X
Long-Term Intervention	X	X
Evidence-Based Practice	X	X
Evidence-Based Research	X	X

Supervision

Interns are assigned two primary supervisors and primary supervision is solely done by licensed psychologists on staff. The training director and primary supervisors are responsible for intern training. Two hours of individual face-to-face intensive supervision are provided each week (one hour from each primary supervisor). Supervision focuses on assessment, relationship building, clinical interview and intervention skills, application of theory to practice, and integration of the aforementioned functions with the intern’s developing professional style. Intern supervision includes in-vivo supervision, video- or audiotaped supervision, process notes, and case discussion. The form of supervision chosen by the supervisor depends on the particular intern’s supervision needs. While supervision remains intense throughout the internship year, interns are afforded more autonomy as their skills progress. The following are examples of topics addressed throughout the intern’s individual supervision:

- Topics of diversity
- Integration of therapeutic modalities with the developing personal and professional style of the psychology intern
- Supervision theories and style
- Assessment
- Clinical interview skills
- Case conceptualizations
- Application of theory to practice
- Development of consultation skills
- Integration of research data into practice
- Personal and professional development of the intern (post-doc and dissertations)

TABLE 2: Examples of Supervised Experiences

	CHCW	HealthPoint
Health Psychology	X	X
Women's Health	X	X
HIV / AIDS	X	X
Eating Disorders	X	X
Sexual Disorders	X	X
Physical Disabilities	X	X
Learning Disabilities	X	X
Developmental Disabilities	X	X
Assessment	X	X
Neuropsychology – Adult	X	X
Neuropsychology – Child	X	X
Serious Mental Illness	X	X
Anxiety Disorders	X	X
Trauma / PTSD	X	X
Sexual Abuse	X	X
Substance Use Disorders	X	X
Pediatrics	X	X
School	X	X
Multicultural Therapy	X	X
Empirically-Supported Treatments	X	X
Public Policy / Advocacy	X	X
Program Development / Evaluation	X	X
Supervision	X	X
Research	X	X
Administration	X	X
Integrated Health Care – Primary	X	X

Assessment

Attaining competency with psychological/behavioral health assessment is a core experience of the internship. Assessment tasks are emphasized to enhance knowledge and skill in the areas of diagnostic clarification, case conceptualization, and treatment planning. Interns are required to complete six (6) assessment reports appropriate to his/her specific internship site. These reports may be in the form of comprehensive evaluations, diagnostic consultations, or primary care behavioral health assessments. Reports must include relevant biopsychosocial history to inform diagnosis, at least two empirically supported psychological/behavioral measures, a summary of findings, as well as treatment recommendations or adequate response to the referral question. If there are additional questions regarding what constitutes a psychological

assessment, contact the Regional Training Director for additional guidance prior to counting it. Assessments are supervised by licensed psychologists and should focus on the integration of history, test results, case conceptualization, and report writing skills. As competency is gained, the supervisor may allow the intern more autonomy in the administration and completion of assessments. The intern is expected to become more proficient and sophisticated in his/her ability to perform assessments as the internship progresses. If a site cannot provide the necessary number of assessment opportunities for a Psychology Intern, a secondary site may be assigned for a period of time during the internship year to provide the needed resources. Site Directors are to contact the President/CEO as soon as possible if they feel their site may not be able to meet this requirement.

Didactic Training

The primary focus of didactic training is to enhance interns' readiness to practice either in an integrative primary care setting or in a rural area. Psychology interns participate in a once-a-month Consortium-wide didactic training presented in a seminar/workshop format. The structure of this training fosters the opportunity for more in-depth and comprehensive exploration of topics relevant to clinical practice and intern socialization. Individual sites will provide additional monthly didactic training to interns. A reference list of literature pertinent to the monthly didactic training is provided to interns in advance of the training. Interns are expected to become familiar with the current literature and be able to enrich the training activity through participation and clarifying questions. Attendance at monthly didactic trainings also provides interns ongoing informal contact with each other so they can share experiences and provide support to each other.

Didactic Training Schedule

Didactic trainings are typically held the first Friday of each month from 8:30 a.m. to 5:30 p.m. The trainings will be hosted by HealthPoint in Renton, Washington, and Community Health of Central Washington in Yakima, Washington. Psychology interns are given a schedule of didactic training dates and locations at the beginning of each training year and will be notified in advance via email if the schedule or location has changed. Details regarding expenses related to travel and lodging for attendance at the didactic training are provided in the *Intern Travel Policy*. A schedule of didactic training for the current training year is located in Appendix F.

Clinical Supervision Exercise

To foster their development as future supervisors, psychology interns spend 2-2.5 hours each month in a Clinical Supervision Exercise. In this group, interns explore the professional role of supervisor and develop skills and attitudes appropriate to that function. This exercise utilizes supervision of either vignettes or actual cases provided by interns in a group setting. Interns may find it helpful or necessary to volunteer personal information during this process, however, it is not a required component to the exercise. Each month interns practice supervising in a mock setting as both supervisor and supervisee. Following the session, a discussion is facilitated on supervision style, level of effectiveness, areas for improvement, and theoretical underpinnings. The chief purpose of these exercises is to provide interns with experiential

training in the supervision profession-wide competency and encourage them to begin developing an effective supervision approach while receiving valuable and honest feedback in its practice. The facilitator will complete an observation form on each intern as a supervisor for both the intern and their site supervisor to use as additional feedback for continued intern growth and development. A copy of this observation form is included in Appendix E. This process is supported during the didactic training year via a half-day presentation that focuses on current supervising theories and principles of supervision.

Intern Critical Analysis

As a part of didactic training, interns select an assessment case or a topic on which to conduct a 25-minute Critical Analysis and present to the intern group during the year. Interns are expected to investigate an assessment case or topic and compare their view to what the research says including a focus on assessments used in the case (as applicable) versus research best practices. Intern presentations will be evaluated on their ability to discuss research based on their topic and a set number of criteria.

Journal Review

Interns are provided with two hours in their weekly schedule for self-directed journal review to support knowledge of current, relevant research as well as the development of skills associated with lifelong learning. The intern should review topics related both to areas applicable to present training and to areas of professional interest such as dissertation-related topics. It is required that 10% of these journal articles are topics related to diversity. Interns are encouraged to post journal article summaries to the internship research listserv throughout the year. It will be a standing item in the weekly intern supervision to discuss what the intern learned from their journal readings during the previous week.



NPTC-Cascades Settings and Application

Site Membership and Descriptions

Internship training is carried out in a variety of affiliated member training sites. Currently, there are two member sites in the Cascades Region and one affiliate site. Many of the sites within the consortium employ more than one doctoral-level licensed psychologist, ensuring opportunities for primary supervision by two on-site doctoral-level licensed psychologists.

Table 3 reflects the range of settings for NPTC member sites and Tables 4 and 5 reflect site statistics for patient populations and demographics served at each site. Brief descriptions of each site is provided on the pages which follow.

TABLE 3: Characteristics of Member Sites

	Community Health Center
Community Health of Central Washington (CHCW)	X
HealthPoint	X
Yakima Neighborhood Health Services (YNHS)	X

TABLE 4: Site Statistics

	CHCW	HealthPoint
Patients Served (annually)	24,070	88,000
Counties Served	1	4
Elderly	17%	15%
Adult	44%	35%
Adolescent	9%	25%
Child	30%	25%

TABLE 5: Patient Populations

	CHCW	HealthPoint
Family	X	X
Outpatients	X	X
LGBTQI+	X	X
Ethnic Minorities	X	X
Spanish Speaking	X	X
Students	X	X
Rural	X	X
Urban		X
Low Income	X	X
Homeless	X	X



Community Health of Central Washington

Positions: 3

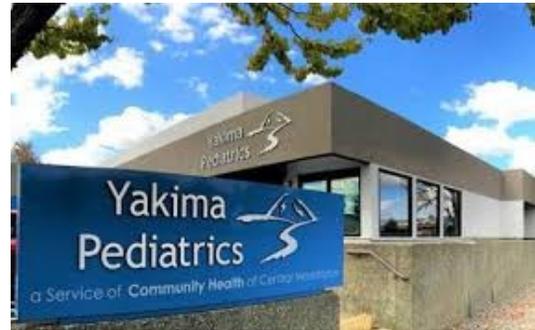
Training Director: Arissa Walberg, Ph.D.

Internship Webpage: <http://psychologyinterns.org/cascades-current-sites/community-health-of-central-washington/>

Community Health of Central Washington (CHCW) provides future psychologists and medical providers training in a fully integrated community health center (CHC). CHCW interns will also have a rotation at affiliate site Yakima Neighborhood Health Services (YNHS), another CHC in Yakima, WA. Both organizations serve individuals and families across the Yakima Valley who are mostly low-income, disadvantaged families, including a large portion of migrant and seasonal farmworkers. Operating as behavioral health consultants (BHCs) via the Primary Care Behavioral Health (PCBH) model, doctoral interns and postdoctoral fellows will work alongside medical professionals and trainees to provide patients holistic healthcare. Interns and fellows will have the opportunity to work with patients of all ages and of diverse backgrounds who

present to the clinics with a variety of health conditions. Our unique training format emphasizes inter-professional education and collaboration, allowing future professionals to grow together during their formative years and preparing them to work on integrated healthcare teams upon graduation.

CHCW serves over 30,000 individuals and families. Largely in rural settings, CHCW operates five clinics: a pediatric clinic, a family medicine residency clinic, and three rural clinics. CHCW houses a 10-10-10 family medicine residency in its Yakima (Central Washington Family Medicine; CWFM) and Ellensburg clinics. CHCW also partners with the two local Yakima hospitals to provide inpatient coverage and training.



In addition to the population described above, YNHS also has a special emphasis on serving the homeless population and residents in public housing of Yakima County. YNHS has six sites providing primary medical/behavioral health care, and three of them currently offer dental services. As an affiliate of the Cascades Region, Yakima Neighborhood Health Services will not match directly with interns, but will work in collaboration with Community Health of Central Washington for the training year.



Interns at CHCW will spend a 16-week rotation through this location as a part of their internship experience.

As a part of the internship year, interns will spend three 16-week rotations in each of the following experiences: 1) PCBH service delivery: Pediatric Rotation; 2) PCBH service delivery: Rural Rotation; and 3) Yakima Neighborhood Health Services.





HealthPoint

Positions: 7

Training Director: Melissa Baker, Ph.D.

Internship Webpage: <http://psychologyinterns.org/cascades-current-sites/healthpoint/>

HealthPoint is a community-based, community-supported and community-governed network of non-profit health centers dedicated to providing expert, high-quality care to all who need it, regardless of circumstances. At this site we utilize a “consultant” model, to augment usual primary care by ensuring a well-rounded biopsychosocial treatment plan and providing behavioral health services where patients come for healthcare. We provide individual, group, and family interventions and work in close collaboration with primary care providers (PCPs) and medical team members in a fast-paced multidisciplinary setting. The consultant model is a population-based approach, with our goal to create access to the entire population of our clinics to behavioral healthcare. Our visits are brief in length of time (typically 30 minutes or less) and focused on functional restoration rather than diagnosis and therapy. We do not provide traditional psychotherapy and assessments as interventions are geared toward the primary care setting and our model of care.



At HealthPoint, unique learning opportunities/training include learning the Primary Care Behavioral Health (PCBH) model, a rotation at one of our school-based health centers, consultation with primary care providers and medical team members, design groups or clinical pathways to improve patient care, conducting brief screenings and assessments for various patient needs, and chronic pain evaluations, as well as learning much more about medical and psychiatric conditions, medications, natural medicine, and nutrition from providers across these disciplines.

Psychology Intern Schedule and Time Allocation

The Psychology Intern contract is for a 12-month duration beginning the 17th of June, 2020, and extending through the 16th of June, 2021 unless otherwise specified. Interns will receive an annual salary within the range of \$28,000 - \$30,000 as designated by site. Consistent with APA CoA guidelines, doctoral students shall be represented as “psychology interns” and complete a total of 2,000 hours over the course of the training year. Interns will be assigned to provide a minimum of forty (40) hours per week (not to exceed fifty (50) hours per week) of clinical work or case management services, which includes the attendance of required didactic training activities, supervision time, and paid leave. A “normal” schedule is defined as the intern working Monday—Friday 8–5. NPTC acknowledges that from time-to-time interns may be required to deviate from this “normal” schedule. Site schedules are a general guideline and interns may be required to make themselves available at other times as needed. It is expected that the Member, the intern and the President/CEO will use reasonable judgment in managing such situations. However, any recurrent or regularly scheduled deviation from this schedule should be clearly stated in the individual site’s manual addendum and provided to the intern prior to the start of the training year. Each intern’s schedule may vary according to her/his special interests, as spelled out in their Individual Learning and Training Plan and with consideration to needs of the training site.

The remaining time in the intern’s schedule will be accounted for as designated in the Individual Learning and Training Plan with consideration of the intern’s interests and chosen elective activities. All interns will be required to participate in activities that are designated as APPIC, APA, and state licensure minimum requirements for Psychology Internship Training.

Benefits

Psychology Interns assigned to NPTC member sites are considered Psychology Interns of NPTC but employees of the Member site. Members, in coordination with NPTC, agree to provide the following benefits to each of the interns:

- Annual salary as designated by site.
- Optional enrollment for interns and families in member site’s employee benefit plans. This benefit can require financial participation of the intern.
- Provide primary commercial general liability, professional liability, and worker’s compensation coverage for intern(s).
- At least 14 days (112 hours) of non-accrual based PTO time (including vacation and sick).
- At least 3 days (24 hours) of professional development time either tracked as CME/Training hours or counted as hours worked, but available for approved professional development activities.
- At least 7 paid holidays (with many sites observing more).
- Adherence to FLSA laws regarding exempt/non-exempt status and overtime pay for interns (if applicable).
- Mileage reimbursement as defined in the individual site’s reimbursement policy.

For more specific details regarding the benefits provided at your site, please see the Internship Admissions, Support, and Initial Placement Data section and their page on the website.

Eligibility, Application, and Selection Procedures

Eligibility

Applications for internship are accepted from persons who have met the following requirements:

- Comprehensive Examination successfully completed
- Master's degree completed
- Dissertation or Doctoral Project proposal approved by start of internship
- Completion of a minimum of 1000 total practicum hours, of which...
 - 250 should be Intervention and Assessment hours
 - 100 should be Supervision hours
- Completion of all required coursework for doctoral degree (other than dissertation/doctoral project)
- Approval to participate in the APPIC National Match

Applicants who possess a Master's degree and are willing to obtain state licensure may be given preference in the applicant selection process.

Most NPTC sites require background checks and/or drug screens prior to beginning the internship. Eligibility to begin internship, even after match, is contingent upon the intern passing these tests. If a matched intern fails to pass a background check or drug screen, NPTC reserves the right to withdraw the invitation to match with the intern. Details regarding what is required at each site is provided on the website.

As a part of the partial affiliations between NPTC and the Chicago School of Professional Psychology and Pacific University School of Professional Psychology, students from the Chicago School and Pacific University are given preference in the selection process. However, interns from programs will still be considered and are encouraged to apply. Please see the FAQ section on Partial Affiliation for more information about this agreement.

Internship Application Process

Application Deadline: November 10th, 2019

The National Psychology Training Consortium requires that the AAPI Online application service be used by all applicants in order to be considered for our internship training program. Prospective psychology interns apply to individual sites within the consortium, not to the consortium as a whole; however, individuals may apply to as many training sites within the consortium as they wish. Everyone is to specifically indicate which sites she/he is applying to in the AAPI cover letter.

The following information is required in all NPTC applications:

- Cover letter specifying the sites being applied to and why the intern is a good fit for each,
- APPIC AAPI as designated on the online application,
- Three letters of reference

Eligible applications are reviewed and ranked by a combination of NPTC staff and individual site directors. A select group of applicants are invited for interview. Notification of invitation to interview is made by December 9th. In order to reduce the travel expense associated with interviewing, all participating NPTC sites conduct interviews during the NPTC Universal Interview Day and “open house” on January 9th and 10th in Springfield, Missouri. All sites in all regions of the NPTC consortium participate in this event. Due to the nature of the interview day, site tours will not be available. Open houses or site tours may be offered at individual sites by request, but is not required or always available.

Following interviews, individual sites rank the interviewed candidates for submission in the APPIC match service. All final rankings are submitted by the Director of Operations, and application and selection procedures follow the APPIC guidelines. Internship applicants will be informed of their selection through the APPIC notification process contracted through the National Match Service.

This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any Psychology Intern applicant.

APPIC Match Information

NPTC-Cascades participates in the APPIC internship matching program. Applicants must use the correct 6-digit program code (listed below) to identify each program on his/her Rank Order List. A match can only occur if the applicant and site use the same program Code Number when submitting the Rank Order Lists. Applicants can also obtain the Code Number for each program from the Listing of Programs participating in the Match, which is available on the APPIC Matching Program web site (www.appi.org) or on the NPTC Website (www.psychologyinterns.org). Applicants may use these web pages to view up-to-date information on available sites and experiences through NPTC-Cascades.

Program Code Number	Program Description	Available Slots
204411	HealthPoint	7
204412	Community Health of Central Washington	3



Internship Admissions, Support, and Initial Placement Data

Date Program tables were updated: August, 2019

*Please note that this information is also available on our website

Internship Program Admissions

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic preparation requirements:

As a part of the partial affiliations between NPTC and the Chicago School of Professional Psychology and Pacific University School of Professional Psychology, students from the Chicago School and Pacific University are given preference in the selection process. However, interns from programs will still be considered and are encouraged to apply. Please see the FAQ section on Partial Affiliation for more information about this agreement.

Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:

Total Direct Contact Intervention Hours N **Y** **Amount:** NPTC requires a combined total of 250 hours.

Total Direct Contact Assessment Hours N **Y** **Amount:** NPTC requires a combined total of 250 hours.

Describe any other required minimum criteria used to screen applicants:

- Comprehensive Examinations successfully completed
- Master's degree completed
- Dissertation proposal approved by start of internship
- Completion of a minimum of 1,000 total practicum hours, of which...
 - 250 should be Intervention and Assessment hours
 - 100 should be Supervision hours
- Must have completed three years of graduate training
- Enrollment in an APA- or CPA-accredited clinical (preferred), counseling, or school psychology doctoral program; OR a non-accredited school that has had or has been approved for an APA site visit.

Note: Sites conduct background checks on incoming interns and not successfully passing these screenings/background checks may cause these sites to break a match with an incoming intern. The specific requirements for these background checks and what it means to successfully pass or fail these tests are detailed on each site page under Intern Selection Process.

Financial and Other Benefit Support for Upcoming Training Year*

Annual Stipend/Salary for Full-Time Interns

CHCW	\$28,000
HealthPoint	\$30,000

Annual Stipend/Salary for Half-Time Interns

N/A

Program provides access to medical insurance for interns?

Yes

If access to medical insurance is provided: Trainee contribution to cost required?

CHCW	No
HealthPoint	Yes

Coverage of family member(s) available?

Yes

Coverage of legally married partner available?

Yes

Coverage of domestic partner available?

Yes

Hours of Annual Paid Personal Time Off (PTO and/or Vacation)

112 hours (~14 days) of PTO for use as vacation and sick.

Hours of Annual Paid Sick Leave

Sick leave is included in the 112 hours of PTO provided.

In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?

Yes. Please note that for every day of unpaid leave taken, will be an automatic extension of internship by the same amount of time.

Other Benefits (please describe):

- Interns are provided with 24 hours (~3 days) of CME/Professional development time.
- Interns are provided with at least eight (8) holidays. HealthPoint observes ten (10) holidays).
- Malpractice insurance for anyone not already covered by their school
- Interns are provided with access to health insurance, vision coverage, and dental coverage. Vision and dental insurance are provided to interns for free. Health insurance is free for CHCW interns and at reduced cost at HealthPoint.
- Interns at CHCW are also provided with Disability insurance and Life insurance.

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

Initial Post-Internship Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

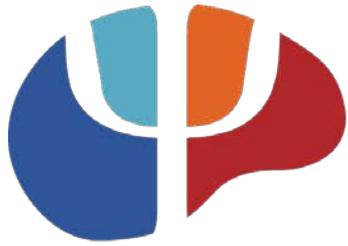
	2017-2018 through 2018-2019	
	PD	EP
Total # of interns who were in the 3 cohorts:		19
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree:		0
Community mental health center		
Federally qualified health center		
Independent primary care facility/clinic		
University counseling center		
Veterans Affairs medical center		
Military health center		
Academic health center	1	
Other medical center or hospital	10	2
Psychiatric hospital		1
Academic university/department		1
Community college or other teaching setting		
Independent research institution		
Correctional facility		
School district/system		
Independent practice setting	1	1
Not currently employed		1
Changed to another field		
Other		1
Unknown		

Note: "PD" = Post-doctoral residency position; "EP" = Employed Position.



References

- American Psychological Association. (1992). Ethical Principles of Psychologists and Code of Conduct. www.apa.org/ethics/code.
- American Psychological Association. (2012). Rural health. Retrieved from <http://www.apa.org/practice/programs/rural/index.aspx>
- Association of Psychology Predoctoral and Internship Centers. www.appic.org.
- Committee on Rural Health Mission. (2012). Retrieved February 28, 2012, from <http://www.apa.org/practice/programs/rural/committee/mission.aspx>
- Lorenz, F. O., Wickrama, K.A., & Yeh, H. (2004). Rural mental health: Comparing difference and modeling change. In N. Glasgow, L. W. Morton, & N. E. Johnson (Eds.), *Critical issues in rural health* (75-88). Ames, Iowa: Blackwell Publishing Professional
- Missouri Psychological Association. Rules of Code and Conduct. www.mosych.org/legal/chapter5.htm. Title 4 -Department of Economic Development, Division 235 —State Committee of Psychologists, Chapter 5 – Rules of Conduct. 4CSR 235-5.030 – Ethical Rules of Conduct.
- National Council of Schools and Programs of Professional Psychology. www.am.org/ncspp.
- Robinson, P. J., & Reiter, J. T. (2015). Behavioral consultation and primary care: A guide to integrating services (2nd ed.). New York: Springer.
- Student Competence Task Force of the Council of Chairs of Training Councils. (2004). Comprehensive evaluation of student-trainee competence in professional psychology programs. Retrieved June 4th, 2012, from <http://www.psychtrainingcouncils.org/pubs/NCSPP-%20CCTC%20model%20Student%20Competency.pdf>
- Trierweiler, S. J. & Stricker, G. (1992). Research and evaluation competency: Training the local clinical scientist. *The Core Curriculum in Professional Psychology*. Washington, DC: APA.



NPTC

NATIONAL PSYCHOLOGY TRAINING CONSORTIUM
Training Tomorrow's Psychologists

Appendix A: APA Accreditation



APA Accreditation

National Psychology Training Consortium – Cascades Region has been Accredited on Contingency by the Commission on Accreditation of the APA since April 15th, 2018. This is an official accreditation status which means this program is required to provide outcome data to the Commission by January 2020 and upon receipt of those data, the Commission will review the data to determine if it is sufficient to grant full accreditation status. If you have any questions regarding the program or any of the member sites, please contact President/CEO, Adam Andreassen, Psy.D. by phone (417-812-6495) or email (aandreassen@psychologyinterns.org).

Questions related to the program's accredited status should be directed to the 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

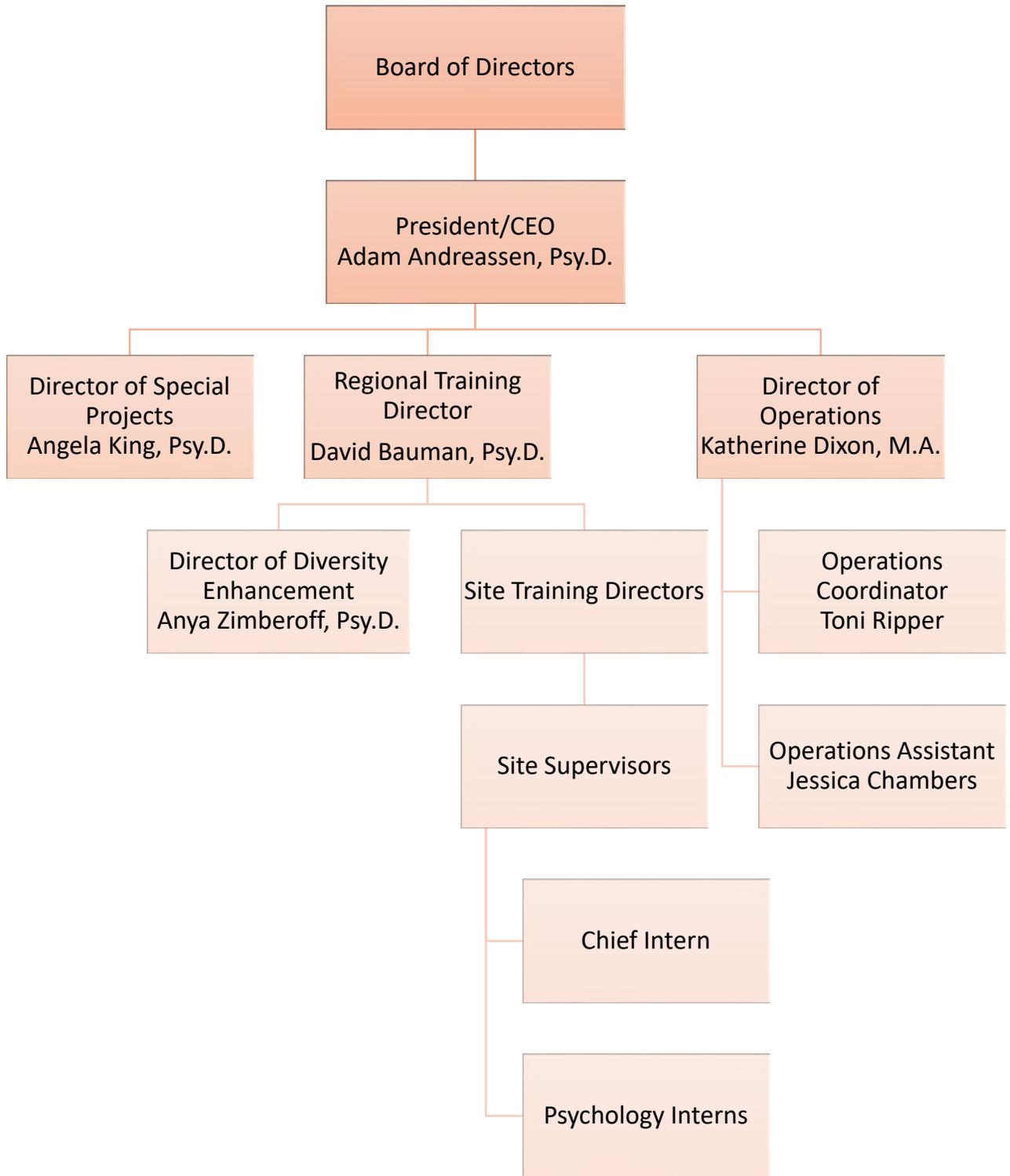


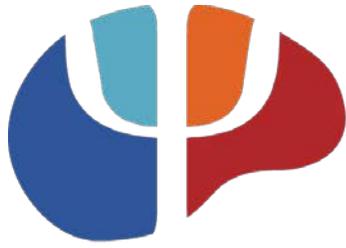
NPTC

NATIONAL PSYCHOLOGY TRAINING CONSORTIUM
Training Tomorrow's Psychologists

Appendix B: Organizational Information

**National Psychology Training Consortium
Organization Chart**





NPTC

NATIONAL PSYCHOLOGY TRAINING CONSORTIUM
Training Tomorrow's Psychologists

Appendix C: Research Reviews

Rural Psychology

“In almost all rural and frontier areas, health care practitioners, services and infrastructure are in short supply. The population is small and is disproportionately older. These areas have low household incomes, relatively high unemployment rates and high poverty rates. Unfortunately, they also have a high proportion of the population that lacks health insurance or has inadequate coverage. Providing behavioral health care services to rural residents is further complicated by the presence of stigma” (American Psychological Association, 2012).

These words are taken from the American Psychological Association’s (APA) webpage dedicated to rural health awareness and initiative. They represent a longstanding commitment on behalf of the APA to promote increased awareness and resource allocation for rural residents and frontier populations. A significant barrier repeatedly encountered by organizations such as the APA Committee on Rural Health and The National Association for Rural Mental Health (NARMH) is the limited amount of specialty mental healthcare clinicians interested in rural practice.

Results of the shortage of specialty mental healthcare clinicians in rural areas have been changes in public health policy and the reallocation of financial incentives to attract practitioners, such as psychologist, to rural America. The recent expansion of the scope of the National Health Service Corps (NHSC) loan forgiveness programs has allowed further attraction of psychologists to these underserved areas. Other results from the shortage of psychologists in rural America have been the development and expansion of various training institutions, programs, and continuing education venues such as the National Psychology Training Consortium (NPTC). In the past decade NPTC has changed the specialty mental healthcare landscape in the rural Ozark Plateau region of Missouri and Arkansas. Since its inception, over one-hundred doctoral psychology interns have fulfilled their final doctoral requirements while participating in its various training programs. Many of those interns have continued their clinical practice in rural Missouri or Arkansas after attaining full licensure.

The above listed initiatives and incentives are important as years of research have shown rural life to be less idyllic and tranquil than often thought. The facts are that rural Americans suffer from similar rates of psychological disorders as their urban counter part. Additionally, illicit drug use, often methamphetamine, and male suicide rates have been found to be disproportionately higher in rural Americans compared to urban Americans (Lorenz, Wickrama, & Yeh, 2004). According to the same authors, reasons for these higher rates of psychopathology have been attributed to the stresses of isolation and the deterioration of culture/community. Furthermore, the lack of licensed specialty mental healthcare providers, such as psychologists, contributes to these trends of mental illness in rural America. For these reasons, NPTC continues to recommit itself to address the psychological needs of the rural underserved.

For more information about Rural Mental Health, you can visit the follow web sites:

<http://www.apa.org/practice/programs/rural/index.aspx>

<https://www.hrsa.gov/rural-health/index.html>

<https://www.hrsa.gov/advisory-committees/rural-health/index.html>

<https://www.ruralcenter.org/>

<https://www.wiche.edu/mentalhealth>

<http://www.apa.org/practice/programs/rural/resources.aspx>

Primary Care Behavioral Health

A growing body of literature calls for the inclusion of broad-based mental health services in America's healthcare system. Furthermore, there is recognition of the need and utility of a "integrative" approach to mental health and behavioral health into our "healthcare" system.

The primary care setting has been viewed as the preferred setting for the delivery of behavioral health care services. There are three principle goals of integrative care: 1) to produce healthier patients, 2) to create more efficient resource expenditures, and 3) to remove barriers to access.

One of the primary goals of the NPTC-Cascades is to provide Psychology Interns with the skills to practice in and even manage integrative primary care settings. All designated sites within the Cascades Region implement the Primary Care Behavioral Health (PCBH) model and offer this intense and focused training.

The PCBH care training model provides training to work in a medical office, hospital, ER, and medical care facility and interact with a multidisciplinary team while focusing on the behavioral needs of the patient. This training model requires a strong background in at least one of the following areas: primary care behavioral health, integrative primary health care, medical psychology, health psychology, rehabilitation psychology or pain management. Psychology Interns interact in a triage fashion with the medical staff providing valuable feedback and intervention on a behavioral level for the patient's medical condition.

Information regarding the PCBH model can be found in the links below.

- <http://www.behavioralconsultationandprimarycare.com/>
- <http://www.cfha.net/?page=PCBHSIG>
- <http://www.mtnviewconsulting.com/>
- https://www.youtube.com/playlist?list=PLvLh_YdubBs6EWenUaD1PP3EF4k8-P0mW
- https://www.youtube.com/playlist?list=PLvLh_YdubBs7eH3GA0GFuCMag1Ey-d3_O
- https://www.youtube.com/playlist?list=PLvLh_YdubBs5P-dw9IrSH7-TwTqM8fkqo