



NPTC

NATIONAL PSYCHOLOGY TRAINING CONSORTIUM
Training Tomorrow's Psychologists

Central Region Internship Brochure

Revised November 2017

APA Accredited
APPIC Member

3557 South Avenue
Springfield, MO 65807
www.psychologyinterns.org



Table of Contents

TABLE OF CONTENTS	2
INTRODUCTION	3
National Psychology Training Consortium.....	3
Mission Statement.....	3
Long-Term Diversity Plan	4
TRAINING AND PSYCHOLOGY INTERN ACTIVITIES.....	7
Overview of Training Program	7
Philosophy of Training Program.....	7
Internship Program Learning Activities	10
Required Program Components.....	11
Graduation Requirements	15
NPTC-CENTRAL SETTINGS AND APPLICATION	16
Site Membership and Descriptions	16
Psychology Intern Salary, Work Expectations, and Benefits.....	22
Eligibility, Application, and Selection Procedures	22
APPIC Match Information	24
GENERAL POLICIES AND GUIDELINES	25
APPENDIX A: APA ACCREDITATION	27
APPENDIX B: RURAL PSYCHOLOGY.....	28
APPENDIX C: PRIMARY CARE BEHAVIORAL HEALTH.....	29
REFERENCES	30



Introduction

National Psychology Training Consortium Central Region

The National Psychology Training Consortium (NPTC, previously Heart of America Psychology Training Consortium), a doctoral psychology internship, is a collaborative consortium consisting of psychological and primary care service centers throughout the United States focused on provision of services to rural and underserved patients. The Central region of NPTC was founded in 2003 through a collaboration of The School of Professional Psychology at Forest Institute and Royal Oaks Hospital to create new internship positions in underserved areas (under the name Heart of America Psychology Training Consortium). As of October 2013, NPTC-Central received seven years accreditation by the Commission on Accreditation of the American Psychological Association (see Appendix A for more information about NPTC-Central's accreditation status). NPTC-Central has also been an APPIC member since fall of 2004.

The executive training staff of NPTC-Central include the President/CEO, Adam Andreassen, Psy.D., Regional Training Director, Dustin Brown, Psy.D., and Director of Operations, Katherine Dixon, M.A. The Central Region of NPTC is comprised of sites located in Missouri. The Executive Training Office for NPTC is located in Springfield, Missouri.

The National Psychology Training Consortium is an applied training organization for individuals completing an education in the professional practice of psychology or for individuals who have recently completed a doctoral level academic program and are working to obtain licensure. NPTC-Central provides psychology interns the opportunity to take substantial responsibility for fulfilling major professional and psychological functions in the context of appropriate supervisory support and professional role modeling. NPTC-Central also partners with various organizations including academic programs, community agencies, private hospitals, and independent practitioners to provide a sequential, cumulative, and graded training environment. The objective of the internship is to prepare prospective psychologists to function effectively in a variety of mental health settings and to provide services to a variety of populations in rural health care.

Mission Statement

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

The mission of NPTC-Central closely aligns with the vision and mission of the American Psychological Association's Committee on Rural Health (CRH). The mission of NPTC-Central

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-Central is committed to promoting and infusing diversity into every facet of the training experience. NPTC-Central 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-Central 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-Central 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-Central 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-Central has outlined three main areas of program diversity:

1. Diversity Education

- a. NPTC-Central’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-Central 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-Central values and emphasizes the importance of training in diversity and is committed to dedicating a two and a half hour seminar to 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-Central's *Director of Diversity Enhancement* initiates and monitors NPTC-Central's 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. Four of NPTC-Central's Central Region member sites provide regular diversity training for their employees. The remaining NPTC-Central sites conduct 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-Central 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-Central 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-Central advertises available internship positions in the APA Division 38, APA Division 44, and APA Division 45 newsletters, and contacts individuals participating in the APA Minority Fellowship program in order to encourage a more diverse applicant pool.
- d. NPTC-Central 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;

- 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-Central 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-Central member sites have non-discrimination policies in place within their organizations.
- c. NPTC-Central 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.



Doctoral Internship Program Training and Psychology Intern Activities

Overview of Training Program

NPTC-Central believes that the competent practice of psychology requires an integration of scientific and professional knowledge, skills, and attitudes. Thus, 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-Central 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 National Psychology Training Consortium 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.
- **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 model not only emphasizes the importance of broad and general training in clinical 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;
- Guidance by professional ethics and standards of conduct.

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

Profession-Wide Competencies

I. Research

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.

II. Ethical and Legal Standards

1. Be knowledgeable of and act in accordance with each of the following:
 - 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.

III. Individual and Cultural Diversity

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.

IV. Professional Values and Attitudes

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.

V. Communication and Interpersonal Skills

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.

VI. Assessment

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.

VII. Intervention

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.
6. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

VIII. Supervision

1. Apply knowledge of supervision models and practices in direct or simulated practice with psychology trainees, or other health professionals.

IX. Consultation and Interprofessional/Interdisciplinary Skills

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.

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

TABLE 1: Examples of Training Opportunities

	1	2	3	4	5	6	7	8
Individual Child/Adolescent Intervention	X	X	X	X	X	X		X
Individual Adult Intervention	X	X	X	X	X	X	X	X
Group Intervention	X	X	X	X	X		X	X
Marital/Couples Intervention	X			X	X	X	X	X
Family Intervention	X	X	X	X	X	X		X
School Consultation	X	X	X	X		X		
Crisis Intervention	X	X	X	X	X	X	X	X
Substance Abuse/Addictions Treatment	X	X	X		X	X	X	X
Sexual Abuse Treatment	X	X	X		X	X		X
Teaching/Psychoeducation	X	X			X			X
Supervision by Intern	X				X			
Intake Evaluation	X	X	X	X	X	X		X
Learning Disability Evaluation	X	X	X	X	X	X		X
ADHD Evaluation	X	X	X	X	X	X		X
Assessments (Cognitive, Objective, Projective)	X	X	X	X	X	X	X	X
School Assessment	X	X		X		X		
Forensic Assessment				X		X		
Psychiatric Assessment		X			X		X	X
Acute Inpatient Care							X	X
Other – See web for full list		X	X	X			X	

1. Burrell Behavioral Health Center	5. Greater Ozarks Rural Psychologists, LLC
2. Clark Community Mental Health Services	6. Midwest Assessment & Psychotherapy
3. Compass Health	7. Ozark Center/Freeman Health Systems
4. Family Psychological Center	8. Royal Oaks Hospital

Required Program Components

Intervention

Intervention is considered foundational to the training experience. It is a core experience including an ongoing caseload of adult, adolescent, or childhood patients. The psychology intern is expected to obtain a minimum of 10 face-to-face patient contact hours (25% of time) per week. 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.

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. Self-as-instrument, herein defined as how the psychology intern's idiosyncratic presence impacts the patient and the therapeutic environment, becomes the crucible through which knowledge, skills and attitudes are forged to form the intern's professional identity. This 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:

- Assessment
- Clinical Interview Skills
- Application of theory to practice
- Integration of therapeutic modalities with the developing personal and professional style of the psychology intern
- Progression with respect to the psychology intern's use of self within sessions
- Development of consultation skills
- Integration of research data into practice

Psychological Assessment/Evaluation

Evaluation assignments are a required and core experience of the internship. They are designed to enhance the already-established skill and knowledge base in the area of psychological assessment. A minimum of ten (10) integrated reports are required with written psychological evaluations addressing specific goals/requests. Assessments are supervised by licensed psychologists and should focus on the integration of various tests and report writing skills. As competency is gained, the supervisor may allow the intern more autonomy. The intern is expected to become more proficient and sophisticated in his/her ability to perform and report assessments and results 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.

Didactic Training

The primary focus of didactic training is to enhance interns' readiness to practice in either an integrative primary care setting or in a rural area. Psychology interns participate in a once-a-month two-day didactic training presented in a seminar/workshop format. The structure of this two-day training fosters the opportunity for more in-depth and comprehensive exploration of topics relevant to clinical practice and intern socialization. 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 Wednesday and Thursday of each month from 8:30 a.m. to 5:00 p.m. both days. The trainings are generally conducted at the Executive Training Office in Springfield, Missouri, due to its central location. Applicants should make note of the distance between their site and Springfield to be aware of travel requirements. Psychology interns will be notified in advance via email if the schedule or location has changed. All expenses related to travel and lodging for attendance at the didactic training are the responsibility of the psychology intern. The following is an example schedule of monthly didactic training:

Wednesday

8:30 a.m. - 9:00 a.m.	Psychology Intern Socialization
9:00 a.m. - 9:30 a.m.	Professional Development Seminar
9:30 a.m. - 12:00 p.m.	Diversity Presentation
12:00 p.m. - 1:30 p.m.	Lunch and Psychology Intern Socialization
1:30 p.m. - 3:00 p.m.	Critical Analysis and Evaluation Conceptualization
3:00 p.m. - 5:00 p.m.	Clinical Supervision Exercise

Thursday

8:30 a.m. - 12:00 p.m.	Didactic presentation/seminar
12:00 p.m. - 1:30 p.m.	Lunch and Psychology Intern Socialization
1:30 p.m. - 5:00 p.m.	Didactic presentation/seminar

Critical Analysis and Evaluation Conceptualization

As a part of their didactic training, the psychology interns select an assessment case or a topic on which to conduct a critical analysis and present to the intern group throughout the year. Once an assessment case/topic is chosen, interns will investigate all aspects of the case/topic and compare their view to what research says. Interns should also investigate assessments used in the case versus research best practices. Interns will be evaluated on a set number of criteria and the depth of their understanding of the research based on their topic.

Research will be compiled, formally presented, and evaluated as a part of his/her graduation requirements. Interns will prepare a 30-minute presentation utilizing relevant media and have 15 minutes for questions from the group. The evaluation tool will be provided in advance so interns are aware of what is expected of them during the presentation. Intern presentations will occur during didactics as a part of a presentation schedule set at the beginning of the year.

Remaining time in the Critical Analysis and Evaluation Conceptualization portion of didactics is spent in an informal psychological evaluation conceptualization group. In this training, psychology interns take turns providing, organizing, and presenting assessment data for group review and evaluation. This group assists members in accurate test interpretation, proficient case conceptualization, and successful report writing. The focus of these exercises is ensuring

evaluation and assessment practices follow evidence-based research and utilize the latest available manuals and literature to inform and further the discussion.

Clinical Supervision Exercise

To foster their development as future supervisors, psychology interns spend two hours during their monthly didactic training 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 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 encourage interns to begin developing an effective supervision approach while receiving valuable and honest feedback in its practice. Each intern will also present a journal article on supervision based on a set presentation schedule. This process is supported during the didactic training year via a half-day presentation that focuses on current supervising theories and principles of supervision. The following text is reviewed as the foundation of these discussions:

Bernard, J. M., & Goodyear, R. K. (2014). *Foundations of Clinical Supervision* (5th ed.). Allyn & Bacon.

Self-Directed Journal Review

Every week, interns are allotted two hours in their schedule for self-directed journal review to support knowledge of current, relevant research as well as the development of skills associated with lifelong learning. It is expected, though not required, that the self-directed journal review time is used to research for the critical analysis presentation and the clinical supervision journal presentation. 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 listserv throughout the year. Purposes of these requirements include:

1. Contributing to an accumulation of growing literature bases useful for application to local clinical practice.
2. Establishing a habit of participation in professional discussions and resource-sharing with regard to the scientific and practical knowledge base.
3. Furthering the effective use of technology in support of identifying and utilizing the existing evidence-base in clinical practice.

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 (unless otherwise approved by the President/CEO), 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.
- 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), 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.
- Complete a minimum of 10 integrated reports with written psychological evaluations addressing specific goals/requests.
- Attend all scheduled didactic training activities.
- Maintain a score of 3 (Satisfactory) or higher on each area of the Quarterly Professionalism Review.
- Complete Critical Analysis as defined within the Critical Analysis and Evaluation Conceptualization section with a score of 2 or above in each category.
- Complete all internship documentation/forms/surveys as requested by the Executive Training Office throughout the year.



NPTC-Central Settings and Application

Site Membership and Descriptions

Internship training is carried out in a variety of affiliated member training sites. Currently, there are eight member sites in the Central Region. 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. In instances where there is only one psychologist on-site, NPTC-Central works with the training site to coordinate additional primary supervision for the intern.

Table 2 reflects the range of settings for NPTC-Central member sites.

TABLE 2: Characteristics of Member Sites

	Community Mental Health	Private Practice	Other
Burrell Behavioral Health	X		
Compass Health	X		
Clark Community Mental Health	X		
Family Psychological Center		X	
Greater Ozarks Rural Psychologists		X	
Midwest Assessment		X	
Ozarks Center/Freeman Health	X		Inpatient Psychiatric Facility
Royal Oaks Hospital			Private Psychiatric Hospital

Table 3 reflects an example of populations most often served at our member sites. A brief description of each site is provided on the pages which follow.

TABLE 3: Patient Populations Served

See site descriptions on the following pages for the corresponding site number

	1	2	3	4	5	6	7	8
Geriatric	X		X	X	X	X	X	X
Adults	X	X	X	X	X	X	X	X
Adolescents/Children	X	X	X	X	X	X		X
Marital/Couples	X		X	X	X	X		X
Families	X	X	X	X	X	X		X
Outpatient	X	X	X	X	X	X	X	
Inpatient			X		X		X	X
Developmentally Disabled	X		X	X	X	X		X
Neurologically Impaired	X		X	X	X	X		X
Chemically Dependent	X	X	X	X		X		X
Medical Patients	X		X	X		X	X	
Forensic Patients	X		X	X	X	X		
Sexual Offenders	X		X	X	X	X		X
Community Organizations	X		X		X	X		X

1. Burrell Behavioral Health Center**Positions: 5****Training Director:** Paul Thomlinson, Ph.D. (see website for list of site supervisors)

Burrell Behavioral Health is a community mental health center with intern positions located in Springfield and Columbia, Missouri, which provides a very wide range of opportunities due to its fairly comprehensive continuum of care, including children's day treatment, adolescent substance abuse, child/youth community psychiatric rehabilitation centers, adult CPRC, senior adult CPRC, residential treatment for youth, and general outpatient services. Burrell has locations in 17 counties throughout Missouri and treats approximately 30,000 patients each year. Though the population of Greene County is fairly racially homogeneous, there is a rapidly growing Hispanic/Latino population. The area continues to grow in older adult population as the area is attractive to retirees. The area continues to be relatively heavily impacted by poverty, as evidenced by high Medicaid population and high free/reduced lunch proportions in public schools.

The mission of Burrell is to meet behavioral health needs when and where they occur, and before they become more serious. It is their goal to produce well trained psychologists with skills in community behavioral healthcare, through appropriate and meaningful rotations and supportive/encouraging supervision.

2. Clark Community Mental Health Center

Positions: 0 *Site Inactive for 2018-2019 Year*

Training Director: Richard Brewer, Psy.D.

Clark Community Mental Health Center is the Administrative Agent for the Department of Mental Health, providing comprehensive psychiatric, substance abuse treatment and prevention services to residents in a three county area. The facility is home to outpatient mental health counselors, and alcohol/drug abuse counselors and psychiatrists. Additionally, Clark Center supports a tele-health program offered through the University of Missouri, Columbia.

The mission of the Clark Community Mental Health Center is to be a crisis assessment and information resource for area residents in need of assistance with mental illness, substance abuse, mental retardation, and developmental disabilities. In addition to the primary psychiatric and substance abuse services offered, Clark Center provides crisis support through telephone and mobile assistance as well as education and outreach within the schools and communities it serves.

3. Compass Health, Inc. (formerly Pathways)

Positions: 4

Dual Track Positions: 2

Training Director: Michaela Beezley, Psy.D. (see web page for list of site supervisors)

Compass Health, Inc. is a community mental health system which provides comprehensive psychiatric, substance abuse treatment and prevention services. With 28 satellite clinics throughout Missouri, Compass Health provides opportunities for Psychology Interns to work with a diverse client base.

The mission of Compass Health is to enhance wellness in the lives of individuals and communities by instilling hope, building partnerships, and supporting recovery. Services provided range from brief individual, group or family counseling dealing with issues such as depression and anxiety to long-term care and support for adults with serious mental illness and children with serious emotional disturbances.

Interns placed at Compass Health will typically provide services at two satellite clinics within driving distance of each other. As all NPTC-Central sites, Compass Health reimburses interns for travel beyond 20 miles. Training opportunities available at the individual offices are listed on the website. Interns apply to the office(s) at which they would like to be placed. Sites currently listed for the 2018-2019 training year include Rolla, Missouri; Lebanon, Missouri; and Odessa, Missouri. More information about each of these locations is available online.

4. Family Psychological Center

Positions: 2

Training Director: Charles Nichols, Psy.D.

Supervisors: Charles Nichols, Psy.D. and Philip Brown, Ph.D.

The Family Psychological Center is a private practice located in Harrison, Arkansas which provides outpatient psychological services in a rural context. Serving a regional population of 60,000 in north-central Arkansas, the Family Psychological Center receives referrals primarily from physicians, public schools, judges, and the Division of Human Services.

The mission of Family Psychological Center is to provide quality, intensive training in the practice of Clinical Psychology in a rural psychology setting. Psychology Interns benefit from exposure to multiple supervisors who have varying theoretical orientations and practice specialties. Training opportunities are varied and include assessment of a range of clientele and presenting problems with a diverse mix of assessment instruments and approaches. Psychology Interns have open access throughout the week to their primary supervisor in addition to scheduled supervisory sessions.

5. Greater Ozarks Rural Psychologists

Positions: 0 *Site Inactive for 2018-2019 Year*

Training Director: Loretta Fuge, Psy.D.

Supervisors: Loretta Fuge, Psy.D. and Stacy Barham, Psy.D.

Greater Ozarks Rural Psychologists, LLC, is a private practice located in Mansfield, Missouri, approximately 50 miles east of Springfield. Greater Ozarks currently provides services to more than 125 patients weekly, representing an eight county service region. Three psychologists and one licensed professional counselor provide services on-site using a blend of full-time and part time schedules.

The training goal at Greater Ozarks is to develop psychologists with strong therapeutic skills, knowledge of assessment and evaluation, and unquestionable ethics. Psychology Interns are trained and supported in a high quality generalist experience with unique opportunities to develop specialized skills. Psychology Interns will be offered various opportunities to work with patients in an outpatient clinic, and will have the opportunity to work with physicians, schools, social service agencies, attorneys and court systems to provide comprehensive therapeutic services. Greater Ozarks is committed to the development of psychologists-in-training to enter the profession as competent and ethical providers of psychological services.

6. Midwest Assessment & Psychotherapy Solutions

Positions: 2

Training Director: Dustin Brown, Psy.D.

Supervisors: Dustin Brown, Psy.D. and Wendy Dawson

Midwest Assessment and Psychotherapy Solutions, P.C. (MAPS) specializes in providing advanced psychological evaluation, psychotherapy, and counseling services for all ages. This site provides comprehensive and compassionate services for children, adolescents, adults, couples, and families. They work closely with a variety of individuals and organizations in the state including individuals, schools, doctors, caseworkers, juvenile officers, attorneys, judges, and other mental health providers.

The goal at MAPS is to provide quality training in the areas of individual and family intervention and psychological evaluations. Training involves helping trainees become familiar with and competent in administering a variety of psychological assessment measures as well as assisting them in learning to accurately score and interpret such measures. There are offices in Springfield, Monett, and Nixa, providing assessments and evaluations throughout the Southwest Missouri region.

This site often partners with other area agencies to provide additional training opportunities for interns. One intern position for 2018-2019 will have a rotation with Jordan Valley Community Health Care. Interns in this rotation will spend 75% of their time at Jordan Valley and 25% of their time at one or more of the MAPS offices. Primary service locations for Jordan Valley include the Medical Tower (Springfield, MO) and Tampa St. Office (Springfield, MO). As part of the Jordan Valley community Health Center mission, this site provides patients with access to behavioral health services. The Behavioral Health team includes Behavioral Health Consultants (LCSW), Psychologists (Traditional therapy) and Psychiatric consultation. The BHCs are the gatekeepers for the behavioral health services and are fully integrated in primary care. In addition to training experiences provided within the Midwest Assessment office locations, Interns in this rotation would provide services throughout the Jordan Valley office locations.

7. Ozark Center/Freeman Health

Positions: 2

Training Director: A.J. Whitmire, Ph.D.

Supervisors: A.J. Whitmire, Ph.D. and Stephanie Terrell, Psy.D.

Ozark Center is an integral component of the Freeman Health System, an acute care inpatient medical center which serves 13,500 patients every year. Ozark Center, the Freeman Health outpatient clinic, is based in Joplin, Missouri, the fourth largest metropolitan area and fastest growing region in the state. Psychology Interns spend the majority of their time on the inpatient units and are considered to be an integral part of the therapeutic treatment team which includes a psychiatrist, a psychologist, a social worker, a case manager supervisor, and usually a medical student.

Ozark Center's vision is that those experiencing mental illness, addiction, or the pain of abuse will develop the skills essential to a life with dignity and purpose. Ozark Center provides comprehensive behavioral health services to children, adults, and families in a region which includes Missouri, Arkansas, Oklahoma, and Kansas.

8. Royal Oaks Hospital

Positions: 3

Dual Track Positions: 2

Training Director: Tenea Lowman, Psy.D.

Supervisors: Tenea Lowman, Psy.D. and Dustin Brown, Psy.D.

Royal Oaks Hospital is a 41 bed acute care inpatient facility located in Windsor, Missouri. Serving a rural community of approximately 3,000 people, Royal Oaks provides outpatient psychotherapeutic services, partial hospitalization, and acute inpatient care.

The mission of Royal Oaks Hospital is to enhance wellness in the lives of individuals and communities by instilling hope, building partnerships, and supporting recovery. Dedicated to research and program development in mental health, Royal Oaks provides an internship experience with a special focus on rural health issues. Training at Royal Oaks Hospital is guided by principles of integrity and excellence, open communication, courage, hope, self-direction, healthy partnerships, a culture of dignity, and a respect for diversity.

Interns may also apply for the dual Royal Oaks/Pathways rotations. Interns in this rotation will spend half of their time at Royal Oaks Hospital and the other half of their time at the Pathways office in Clinton, Missouri.

Psychology Intern Salary, Work Expectations, and Benefits

Salary and Work Expectations

NPTC-Central psychology interns will receive a \$20,009.60 salary for the 2018-2019 training year. The internship is for a 12-month duration beginning August 1st, 2018, and ending July 31st, 2019. Doctoral students shall represent themselves as “Psychology Interns” and complete a total of 2,000 hours over the course of the year. Intern leave time is included in this total. Interns are allowed to work over 40 hours per week (never to exceed 50 hours per week), but **only** under the prior approval of their site Training Director. It is expected that the internship and training activities come first and any other roles/duties are secondary to the completion of the internship program.

Benefits

Psychology interns assigned to NPTC-Central member sites are considered employees of NPTC-Central and not of the member site. NPTC-Central provides the following benefits to all interns:

- 1) Optional Health Insurance for psychology intern and eligible family members. This benefit requires financial participation by the intern.
- 2) Ten days of paid vacation per annum.
- 3) Four days of sick leave per annum.
- 4) Seven paid holidays that include: New Year’s Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, Christmas Day, and one floating holiday.
- 5) Three Professional Development days.
- 6) Overtime pay (time and a half based on an hourly wage of \$9.62). Prior approval from Site Training Director for overtime is required.
- 7) In some instances, mileage reimbursement, as determined by site supervisors and the President/CEO.

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 (or equivalent) 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.

Many NPTC-Central 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-Central reserves the right to withdraw the invitation to match with the intern.

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 30th, 2017

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-Central 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, and
- One psychological evaluation report writing sample submitted as supplemental material.

Eligible applications are reviewed and ranked by a combination of NPTC-Central staff and individual site directors. A select group of applicants are invited for interview. Notification of invitation to interview is made by November 16th. For applications received after this notification date, notice will be made prior to December 15th. In order to reduce the travel expense associated with interviewing, all participating NPTC-Central sites conduct interviews on December 1st in Springfield, Missouri. Due to the nature of the interview day, site tours will not be available. Open houses 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-Central 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-Central.

Program Code Number	Program Description	Available Slots
192514	Burrell Behavioral Health - SGF	4
192513	Burrell Behavioral Health – Columbia	1
192516	Compass Health – Rolla	2
192526	Compass Health – Lebanon	1
192527	Compass Health – Odessa	1
192511	Family Psychological Center	2
192525	Midwest Assessment and Psychotherapy Solutions	1
192531	MAPS – Jordan Valley Rotation	1
192515	Ozark Center	2
192512	Royal Oaks Hospital	3
192530	Royal Oaks/Compass Health Dual Track	2



General Policies and Guidelines

Non-Discrimination Policy

NPTC-Central 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-Central and member sites are committed to providing an accessible and supportive environment for individuals with disabilities. Equal access for qualified students with disabilities is an obligation of NPTC-Central under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. NPTC-Central 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-Central 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-Central or member sites or fundamentally alter the requirements essential to a psychology training program. NPTC-Central 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. Accommodations will not be provided for undocumented disabilities, except that accommodations may be provided on a provisional basis pending receipt of documentation for disabilities that are readily apparent. 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.

A full listing of NPTC-Central's policies and guidelines, including the Due Process and Grievance Policy is included in the Internship Training Manual which is provided to interns during orientation. This document can also be viewed by request of the Executive Training Office. To request a copy of NPTC-Central's policies or to view a copy of the full manual, contact Katherine Dixon via email at kdixon@psychologyinterns.org.



Appendix A: APA Accreditation

National Psychology Training Consortium – Central Region has been accredited by the Commission on Accreditation of the American Psychological Association since fall of 2013. This program is accredited for seven years. 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



Appendix B: 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 NPTC-Central. In the past decade NPTC-Central 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-Central continues to recommit itself to address the psychological needs of the rural underserved.

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

www.ruralhealth.hrsa.gov
<http://ruralcommittee.hrsa.gov>
www.nrharural.org

www.wiche.edumentalhealth
<http://telehealth.hrsa.gov>
www.hp.ufl.edu/uchptelehealth

www.pacifichui.org
www.nrbhc.org
www.isu.edudepartmentsirh



Appendix C: 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



References

- American Psychological Association. (2012). Rural health. Retrieved from <http://www.apa.org/practice/programs/rural/index.aspx>
- 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
- Trierweiler, S. J. & Stricker, G. (1992). Research and evaluation competency: Training the local clinical scientist. *The Core Curriculum in Professional Psychology*. Washington, DC: APA.