

# NPTC

NATIONAL PSYCHOLOGY TRAINING CONSORTIUM  
*Training Tomorrow's Psychologists*

## **Great Lakes Region Internship Brochure**

Revised August 2019

**APA ACCREDITED  
APPIC MEMBER**

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# Organizational Overview

## Introduction

The National Psychology Training Consortium (NPTC, previously Heart of America Psychology Training Consortium) is an APA-accredited not-for-profit entity that 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.

The Great Lakes Region of NPTC was founded in 2013 based on the model of the original NPTC-Central region (founded in 2003 as Heart of America Psychology Training Consortium). As of May 2017, NPTC-Great Lakes received three additional years of full accreditation by the Commission on Accreditation of the American Psychological Association (see Appendix A for more information about NPTC-Great Lakes' accreditation status). NPTC-Great Lakes has also been an APPIC member since fall of 2013. The executive training staff of NPTC include the President/CEO, Adam Andreassen, Psy.D.; Regional Training Director, James Noll, Ph.D.; Director of Special Projects, Angela King, Psy.D., Director of Diversity Enhancement, Aimee Dershowitz, Psy.D., Director of Operations, Katherine Dixon, M.A.; Operations Coordinator, Toni Ripper; and Operations Assistant, Jessica Chambers. The Great Lakes Region of NPTC is comprised of sites located in Indiana. The Executive Training Office for NPTC is located in the Central Region in Springfield, Missouri.

## Behavioral Health Workforce Education and Training Program

NPTC-Great Lakes is a recipient of a 4-year grant as a part of the Behavioral Health Workforce Education and Training Program (BHWET). Interns who are a part of the IHC tracks within the Great Lakes Region are a part of this grant project. This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number M01HP31316 for \$1,890,000. This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government.

## **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 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'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. All NPTC's Great Lakes member sites provide regular diversity training for their employees.
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, and contacts individuals participating in the APA Minority Fellowship program 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;
    - 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](mailto: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](mailto:kdixon@psychologyinterns.org).



# Doctoral Internship Program Overview

## Overview of Training Program

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. IHC Grant interns will utilize this knowledge within the context of a 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.

For the IHC Grant program, 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
1. Be knowledgeable of and act in accordance with each of the following: <ol style="list-style-type: none"> <li>a. the current version of the APA Ethical Principles of Psychologists and Code of Conduct;</li> <li>b. relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and</li> <li>c. relevant professional standards and guidelines.</li> </ol>	Psychology Intern Quarterly Evaluation  (Ethical and Legal Standards questions 1-4)
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	
Behavioral Objectives	Evaluation Methods
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.	Psychology Intern Quarterly Evaluation
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.	(Individual and Cultural Diversity questions 1-4)
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	
Behavioral Objectives	Evaluation Methods
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.	Psychology Intern Quarterly Evaluation

<ol style="list-style-type: none"> <li>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.</li> <li>3. Actively seek and demonstrate openness and responsiveness to feedback and supervision.</li> <li>4. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.</li> </ol>	(Professional Values and Attitudes questions 1-4)
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**V. Communication and Interpersonal Skills**

Behavioral Objectives	Evaluation Methods
<ol style="list-style-type: none"> <li>1. Develop and maintain effective relationships with a wide range of individuals; including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.</li> <li>2. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.</li> <li>3. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.</li> </ol>	Psychology Intern Quarterly Evaluation  (Communication and Interpersonal Skills questions 1-3)

**VI. Assessment**

Behavioral Objectives	Evaluation Methods
<ol style="list-style-type: none"> <li>1. Demonstrate current knowledge of diagnostic systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.</li> <li>2. Demonstrate understanding of human behavior within its context (e.g., family, social, societal, and cultural).</li> <li>3. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>	Psychology Intern Quarterly Evaluation  (Evidence Based Practice in Assessment questions 1-5)

**VII. Intervention**

Behavioral Objectives	Evaluation Methods
<ol style="list-style-type: none"> <li>1. Establish and maintain effective relationships with the recipients of psychological services.</li> </ol>	Psychology Intern Quarterly Evaluation

<ol style="list-style-type: none"> <li>2. Develop evidence-based intervention plans specific to the service delivery goals.</li> <li>3. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.</li> <li>4. Demonstrate the ability to apply the relevant research literature to clinical decision making.</li> <li>5. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking,</li> <li>6. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.</li> </ol>	<p>(Evidence Based Practice in Intervention questions 1-7)</p>
<p><b>VIII. Supervision</b></p>	
<p style="text-align: center;"><b>Behavioral Objectives</b></p>	<p style="text-align: center;"><b>Evaluation Methods</b></p>
<ol style="list-style-type: none"> <li>1. Apply knowledge of supervision models and practices in direct or simulated practice with psychology trainees, or other health professionals.</li> </ol>	<p>Psychology Intern Quarterly Evaluation (Evidence Based Practice in Supervision questions 1-3)  Clinical Supervision Exercise</p>
<p><b>IX. Consultation and Interprofessional/Interdisciplinary Skills</b></p>	
<p style="text-align: center;"><b>Behavioral Objectives</b></p>	<p style="text-align: center;"><b>Evaluation Methods</b></p>
<ol style="list-style-type: none"> <li>1. Demonstrate knowledge and respect for the roles and perspectives of other professions.</li> <li>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.</li> </ol>	<p>Psychology Intern Quarterly Evaluation  (Consultation and Interprofessional/ Interdisciplinary Skills questions 1-3)</p>

## 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 Training Modalities**

	Aspire Indiana	Bowen Center	Centerstone	Four County	Valley Oaks
Assessment	X	X	X	X	X
Individual Intervention	X	X	X	X	X
Couples Intervention		X	X	X	X
Family Intervention	X	X	X	X	X
Group Intervention	X	X	X	X	X
Consultation/Liaison	X	X	X	X	X
Crisis Intervention	X	X	X	X	X
Brief Intervention	X	X	X	X	X
Long-Term Intervention	X	X	X	X	
Integrated Primary Care	X	X	X	X	X
Evidence Based Practice	X	X	X	X	X
Evidence Based Research	X	X	X	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**

	Aspire Indiana	Bowen Center	Centerstone	Four County	Valley Oaks
Health Psychology	X	X	X	X	X
Women's Health	X	X	X	X	X
HIV / AIDS	X	X	X	X	X
Eating Disorders	X	X	X	X	X
Sexual Disorders	X	X	X	X	X
Physical Disabilities	X	X	X	X	X
Learning Disabilities	X	X	X	X	X
Developmental Disabilities	X	X	X	X	X
Assessment	X	X	X	X	X
Serious Mental Illness	X	X	X	X	X
Anxiety Disorders	X	X	X	X	X
Trauma / PTSD	X	X	X	X	X
Sexual Abuse	X	X	X	X	X
Substance Use Disorders	X	X	X	X	X
Geropsychology	X	X	X	X	X
Pediatrics	X	X		X	X
Counseling	X	X	X	X	X
Vocational / Career Development	X	X	X		
Multicultural Therapy	X	X	X	X	X
Feminist Therapy	X	X	X		X
Religion / Spirituality	X	X	X	X	X
Empirically-Supported Treatments	X	X	X	X	X
Public Policy / Advocacy	X	X		X	
Program Development / Evaluation	X		X	X	
Supervision	X	X	X	X	X
Integrated Health Care – Primary	X	X	X	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 in either an integrative primary care setting or in a rural area. Psychology interns participate in a once-a-month two-day consortium-wide 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 one another.

### **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. A minimum of 9.5 of the 17 hours of didactic training are spent in seminars and workshops with required learning objectives and a reading list covering relevant journal articles, etc. Interns also spend 2.5 of the 17 hours in diversity-related training. The remaining time is spent in Clinical Supervision Exercise, Critical Analysis, group supervision, and discussion of the intern's training experiences and needs. The seminars are conducted by practicing licensed mental health providers with extensive experience or expertise in the presented area. The trainings are generally conducted at the Burrell South Creek Theater in Springfield, Missouri, due to its central location. Interns 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 detailed 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-Great Lakes Settings and Application

## Site Membership and Descriptions

Internship training is carried out in a variety of affiliated member training sites. Currently, there are five member sites in the Great Lakes 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-Great Lakes works with the training site to coordinate additional primary supervision for the intern.

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 Mental Health Center	IHC Grant Partner	Other
Aspire Indiana, Inc.	X	FQHC	
Bowen Center	X	Physician's Network	Acute Care Unit
Centerstone	X	FQHC	
Four County Counseling	X	Medical Centers	Acute Care Unit
Valley Oaks Health	X	FQHCs	

**TABLE 4: Site Statistics**

	<b>Aspire Indiana</b>	<b>Bowen Center</b>	<b>Centerstone</b>	<b>Four County</b>	<b>Valley Oaks</b>
<b>Patients Served (annually)</b>	7,000	29,246	Unknown	7,847	8,200
<b>Counties Served</b>	4	21	18	6	10
<b>Elderly</b>	11%	4%	5%	4%	5%
<b>Adult</b>	63%	63%	60%	58%	55%
<b>Adolescent</b>	13%	14%	15%	15%	20%
<b>Child</b>	13%	19%	20%	20%	20%

**TABLE 5: Patient Populations**

	<b>Aspire Indiana</b>	<b>Bowen Center</b>	<b>Centerstone</b>	<b>Four County</b>	<b>Valley Oaks</b>
<b>Family</b>	X	X	X	X	X
<b>Inpatients</b>		X		X	
<b>Outpatients</b>	X	X	X	X	X
<b>LGBTQI+</b>	X	X	X	X	X
<b>Ethnic Minorities</b>	X	X	X	X	X
<b>Spanish Speaking</b>	X	X	X	X	X
<b>Deaf / Hearing impaired</b>	X	X	X	X	
<b>Students</b>		X	X	X	X
<b>Rural</b>	X	X	X	X	X
<b>Urban</b>	X	X	X		X
<b>Low Income</b>	X	X	X	X	X
<b>Homeless</b>	X	X	X	X	



## Aspire Indiana, Inc.

**Traditional Positions: 2**

**Match Number: 228816**

**Training Director:** Sarah Dross-Gonzalez, Psy.D.

**Internship Webpage:** <http://psychologyinterns.org/great-lakes-current-sites/aspire-indiana/>

Aspire Indiana Health is a fully integrated nonprofit health system that includes primary medical care, behavioral health and social determinants of health such as employment and housing. We are certified by the state of Indiana as a Community Mental Health Center (CMHC) and by the U.S. Health and Human Services Department as a Federally Qualified Health Center (FQHC).

We operate six clinics in Central Indiana but also have numerous community support programs that have an impact across approximately half the state, addressing needs such as addiction, infectious disease, youth and family services, crisis management, rehabilitation, housing assistance, job placement, veterans' support, group therapy and more. We are recognized by our peers as an innovator in delivering comprehensive services to our patients and for promoting the health and happiness of our employees. Aspire Indiana Health actively promotes the well-being of its team members through an emphasis on work/life balance, competitive pay/benefits and opportunities for career development and advancement.

We are ambitious, financially strong and growing. While our story is multifaceted, our mission is simple: Together... making health and well-being a reality!

Aspire offers two traditional placements within our outpatient offices as a generalist in community mental health, with specific two experiences focused on addictions and working within the FQHC with a primary care team. Among other experiences, traditional interns will:



- Develop the ability to utilize screening instruments to triage patients and provide comprehensive clinical assessments for those appropriate for specialty behavioral health care
- Develop additional knowledge and skills in evidence-based practices
- Provide individual, family, group, and crisis services
- Work collaboratively within a multi-disciplinary and integrated care team

- Demonstrate competency in the provision of services remotely through telemedicine technology
- Specific interests in working with youth, home and community-based services, and adult residential treatment may also be incorporated into the training experience.

## **Aspire Indiana – IHC Grant Positions**

**IHC Grant Funded Positions: 1**

**Match Number: 228824**

**Training Director:** Jody Horstman, Ph.D. (outgoing); Sarah Dross-Gonzalez, Psy.D. (incoming)

**Internship Webpage:** <http://psychologyinterns.org/great-lakes-current-sites/aspire-indiana/ihc-grant/>

In addition to the traditional internship experiences mentioned above, Aspire Indiana is a partner in the HRSA BHWET grant program. There will be one internship position as a part of this program. The one IHC internship is focused for the entire year working as a Behavioral Health Consultant and member of our FQHC.



Among other experiences, IHC interns will:

- Develop the ability to construct a case conceptualization that incorporates a patient's medical diagnoses and treatment.
- Provide brief behavioral medicine consultation and intervention with patients receiving primary healthcare.
- Provide service within the time constraints and culture of primary care practice.
- Demonstrate competency in the provision of BHC services remotely using telemedicine technology.



## **Bowen Center**

**Traditional Positions: 2**

**Match Number: 228812**

**Training Director:** Ashley Hunter, Psy.D.

**Internship Webpage:** <http://psychologyinterns.org/great-lakes-current-sites/bowen/>

Bowen Center is a community mental health center in Northern Indiana and offers two traditional internship positions. This internship offers psychologists-in-training an intensive and wide-ranging clinical and educational experience, firmly rooted in values of community service, multiculturalism, stewardship of healthcare resources, and adherence to the highest standards of ethical practice. We are dedicated to providing quality services and strongly emphasize providing training in and utilizing consensus evidence-based practices, outcome measures, collaborative documentation, and trauma-informed care. We are growing our expertise in providing integrated whole-person healthcare as both “the right thing to do” and position ourselves to be a leader and successful in the era of healthcare reform. We place a strong emphasis on mutual support and practitioner wellness and the organizational prevention of secondary trauma.

At Bowen Center, interns can expect to be valued members of clinical teams who are treated with the respect they are due as knowledgeable and experienced professionals. We include our interns in our quarterly psychology team meetings, support their training and development by providing opportunities to attend on-site and off-site professional workshops in areas of interest, as well as have opportunities for interns to provide trainings to their colleagues based on areas of interest and expertise. We have several opportunities for all of the interns to meet together with psychologists to address other aspects of professional development, including self-care, learning about the business and administration side of psychology, and learning about other topics of interest (e.g., court testimony). We also provide four hours of supervision weekly, with at least two of those hours being individual supervision with at least two different licensed psychologists and one hour of group supervision with the training director.

The primary emphasis of the year-long program is the professional development of the psychology practitioner. As such, we strive to meet both the goals and training needs of our interns and needs of our clients, taking a choose-your-own-adventure approach to our internship while still providing well-rounded, generalist training. Interns will gain proficiency in a wide array of therapeutic and assessment techniques in a variety of clinical modalities and settings with a variety of populations. All interns will develop their skills in outpatient intervention, assessment, diagnosis, and testing with patients of varied ages, representing all major diagnostic categories and predominantly living in rural, underserved areas. Interns are valued members of the team and will participate in multi-disciplinary team meetings with

members of our medical staff, Master's level therapists, and community-based case workers to better support client care and to provide consultation on cases. Beyond that, there are opportunities to design an additional rotation working in our inpatient, transitional living, and medication assisted treatment facilities.

## **Bowen Center – IHC Grant Positions**

**IHC Grant Funded Positions: 2**

**Match Numbers: 228820 (Parkview Pain Clinic) and 228821 (Parkview Pediatrics)**

**Training Director:** Ashley Hunter, Psy.D.

**Internship Webpage:** <http://psychologyinterns.org/great-lakes-current-sites/bowen/ihc-grant/>

With funding through the ABOUT INDIANA project, Bowen Center has also partnered with Parkview Health System to develop the behavioral health workforce solution for rural and underserved counties in Indiana. Interns in the Integrated Health Care Grant Funded positions will spend the entirety of their training time at an integrative primary care site consulting with physicians, nurses, and other healthcare professionals while providing behavioral health services. Interns in these positions may work within the Parkview Health System in Fort Wayne, IN or Huntington, IN depending on the track they are interested in—Pain Management or Pediatrics.

This internship offers psychologists-in-training an intensive and wide-ranging clinical and educational integrated healthcare experience, firmly rooted in values of community service, multiculturalism, stewardship of healthcare resources, and adherence to the highest standards of ethical practice. We are dedicated to providing quality services and strongly emphasize providing training in and utilizing consensus evidence-based practices, outcome measures, collaborative documentation, trauma-informed care, whole-person healthcare, and practitioner wellness. The internship emphasizes helping the team treat the whole person and addressing the behavioral interventions that can augment medical care through the provision of short-term assessment and therapy, crisis intervention, and psychoeducation. At both sites, there are opportunities to develop and deliver presentations to the medical staff regarding behavioral health in integrated care. There also may be opportunities for community outreach and program development.

More specific information about each of the two IHC-Grant experiences can be found on our website.



## CENTERSTONE

### **Centerstone Traditional and IHC Grant Positions**

**Traditional Positions: 3**

**Match Number: 228819**

**IHC Grant Funded Positions: 1**

**Match Number: 228825**

**Training Director:** Benjamin Sklar, Ph.D.

**Internship Webpage:** <http://psychologyinterns.org/great-lakes-current-sites/centerstone/>

Centerstone helps children, adolescents, adults, seniors and their families who suffer from a myriad of behavioral health challenges. They are one of the nation's largest behavioral healthcare organizations, and provide a full range of mental health services, substance abuse treatment, intellectual and developmental disability services, housing, educational services, and community supports for people of all ages. Last year, Centerstone served more than 170,000 individuals and families in Florida, Illinois, Indiana, Kentucky, and Tennessee. Centerstone offers a multitude of programs that are designed to address the wide-range of emotional, behavioral, psychological, and addiction issues that affect the individuals in our care. They have also created a number of educational outreach initiatives designed to provide young and old alike with a better understanding of behavioral healthcare. Centerstone exists to help individuals from all walks of life in need.

Centerstone follows the philosophies of Recovery and Resiliency in every aspect of our treatment planning. We work with clients and their families at all stages of life, providing outpatient therapy and counseling for addiction treatment, prevention services, intensive in-home treatment, family therapy, case management, and more. Centerstone is committed to providing professional, compassionate services that improve the quality of life. Our organization employs a staff of over 5,000 professionals including psychiatrists, nurses, psychologists, master's-level clinicians, social workers, community support specialists, therapists, finance specialists, information systems technicians, administrative, and support staff.

In addition to the traditional internship experiences mentioned above, Centerstone is a new partner in the HRSA BHWET grant program. There will be one internship position as a part of this program. Interns in the IHC Grant position will spend all of their time embedded as a BHC in Centerstone's internal FQHC. More information about this position will be available on our website soon!



## Four County Counseling Center

**Traditional Positions: 3**

**Match Number: 228811**

**Training Director:** Aimee Dershowitz, Psy.D.

**Internship Webpage:** <http://psychologyinterns.org/great-lakes-current-sites/fccc/>

The primary goal of the internship at Four County Counseling Center is to guide interns in their development from students to entry level, professional psychologists. Interns will be exposed to most clinical service lines offered by the agency so that interns can gain an in-depth understanding of the breadth of service operations of a rural mental health agency. Professional training and acculturation will involve more than exposure to clinical operations. Interns will also have exposure and learning experiences in most areas of mental health operations including business office, support, executive, and leadership functions. This is designed to help interns understand and appreciate the multi-faceted roles that psychologists often serve after graduation and to help prepare them for functions outside of their traditional clinical training.



The mission of Four County Counseling Center is to empower person-centered recovery directed toward independence and integration. The mission statement is supported by the site motto, "Better Care, Better Together," and site vision, "Achieving Emotional Well-Being and Independence." The training program is designed to prepare interns to serve a broad spectrum of individuals in terms of age, cultural, diagnostic, and level of functioning inherent in a rural setting. Professional acculturation will include exposure to legal, multicultural, and ethical issues that arise in an applied setting. Leadership, management, and executive functions are also addressed. Interns will learn to become key players within a multidisciplinary community setting.



The intern will participate in a rotation in an outpatient setting, providing individual, couples, and family therapy, completing intake assessments, treatment planning, and case management. Interns will have the opportunity to complete psychological evaluations within the domains of DCS parenting evaluations, general psychodiagnostic evaluations, ADHD evaluations, cognitive functioning evaluations, and Autism Spectrum Disorder evaluations. Supervision of practicum students or case managers is possible in this rotation. Interns may participate in a part-time (2 or 2.5 days per week), full-year rotation on the Acute Care (inpatient) Unit. While on the ACU, the intern would be expected to complete psychological evaluations, provide individual and group therapy, family education, participate in multidisciplinary rounds, and may provide supervision to community mental health workers or practicum students who work on the ACU. Interns in the past have participated in minor rotations in school settings, correctional setting, a homeless shelter, and in an integrated care setting. Interns are expected to participate in providing training (both within agency and outside the agency), and outreach activities. Interns may also work with an executive-level associate on a systems-based project.

## **Four County Counseling Center – IHC Grant Funded Positions**

**IHC Grant Funded Positions: 3**

**Match Number: 228813**

**Training Director:** Aimee Dershowitz, Psy.D.

**Internship Webpage:** <http://psychologyinterns.org/great-lakes-current-sites/fccc/ihc-grant/>

Interns in the Integrated Health Care Grant Funded positions will spend the entirety of their training time at an integrative primary care site. Four County has partnered with two hospitals to provide this IHC experience. Two interns will work with Indiana University Health in Tipton, IN and/or Frankfort, IN and one will work in Pulaski Memorial Hospital in Winamac, IN.



Each intern will be matched with one physician primarily; however, the other physicians in the practice will have access to the intern's services. The intern will also work within the multidisciplinary team and consult on cases with nurses, medical assistants, pharmacists, and support staff. Patients present with a wide variety of presenting concerns and referral reasons, including diabetes, high blood pressure, chronic pain, sleep difficulties, weight loss, anxiety, and depression.



## Valley Oaks Health

**Traditional Positions: 3**

**Match Numbers: 228814 (Adult), 228815 (Child), and 228823 (Generalist)**

**Training Director:** Monique Kulkarni, Ph.D.

**Internship Webpage:** <http://psychologyinterns.org/great-lakes-current-sites/valleyoaks/>

Valley Oaks Health (previously Wabash Valley Alliance) is a community behavioral health center serving 10 counties centered on Lafayette, IN. This site has 17 different locations where services are provided in 8 of the 10 counties served, including case management programs, group homes and supported living, and traditional outpatient office settings. Interns at this site will have the choice of three tracks: Adult, Child, or Generalist. The Lafayette / West Lafayette metropolitan area has a population of 172,000, making it the 6th most populous in Indiana. Most of the counties surrounding Lafayette are rural farming communities.

The mission of Valley Oaks Health is to provide quality behavioral health and addictions care based on the needs of the communities they serve. Interns at this site will choose either the adult track, child, or generalist track and have rotations in a number of different outpatient settings. Outpatient experience also may also include an intensive addictions program, which provides experience with an addiction population. The majority of the internship in all rotations is focused on traditional community mental health generalist practice: intakes, therapy, crisis intervention, etc.



In the **adult track**, the intern's main placement will be 4 days a week at our rural office in Crawfordsville, IN with two 6-month secondary rotations in office locations on Lafayette, IN. The **child and adolescent track** intern's main placement will be four days with the Community Living Program for Children and Adolescents



(CLP C&A) in Lafayette, IN with two 6-month secondary rotations in either Crawfordsville, IN or the main Lafayette outpatient office. The generalist track will be at the Lafayette outpatient office 4 days a week, working with clients of all ages. The **generalist** intern's secondary rotation will be one day per week at the Frankfort Outpatient office, which is a small office serving a rural, under-resourced community approximately 30 minutes from Lafayette.

A feature of Valley Oaks' traditional positions is that interns will work in 2-3 different settings and have supervision from at least 3 different psychologists during the year, though the main primary supervisor will be the same throughout the year. Through this structure, interns have the opportunity to be exposed to a variety of supervision styles as well as different clinic sizes and client populations. Each rotation offers unique training opportunities, such as providing clinical services in a jail (adult track) or school (child track) setting, the supervising bachelor's level interns (adult and child tracks), the experience with intensive addictions treatment (adult and generalist track), and experience with SMI and homeless outreach specialty programs (generalist track). More information about each of these experiences is available on our website.



## Valley Oaks Health – IHC Grant Positions

**IHC Grant Funded Positions: 2**

**Match Numbers: 228817 (Family Health Clinic) and 228818 (Riggs Community Health)**

**Training Director:** Monique Kulkarni, Ph.D.

**Internship Webpage:** <http://psychologyinterns.org/great-lakes-current-sites/valleyoaks/ihc-grant/>

In addition to the traditional internship experiences mentioned above, Valley Oaks Health has two positions available through the HRSA BHWET grant program. Interns in the Integrated Health Care Grant Funded positions will spend the entirety of their training time at an integrative primary care site. Valley Oaks has partnered



with two FQHC's to provide this IHC experience. Interns in these positions may work within the Family Health Clinic of Carroll County in Delphi, IN or the Riggs Community Health Center in Lafayette, IN.

The emphasis for each of these experiences will be on bringing psychological perspective and interventions into the treatment of patients in primary care. Interns will routinely participate in consultations, warm handoffs, and crisis interventions. While these clinics serve patients of all ages, there may be some flexibility to specialize in a particular age range depending on the intern's interests and training goals.

An intern's ability to speak Spanish would be a bonus for both Family Health Clinic and Riggs, but not required, as the clinics have in-house interpreters as well. More information about each of these experiences and the grant program are available on our website.

## Psychology Intern Schedule and Time Allocation

The Psychology Intern contract is for a 12-month duration beginning the 29<sup>th</sup> of July, 2020, and extending through the 28<sup>th</sup> of July, 2021 unless otherwise specified. Interns will receive a salary within a range of \$28,352 - \$30,000 as determined 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. Intern leave time is included in this total. 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 10<sup>th</sup>, 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, and
- One psychological evaluation report writing sample submitted as supplemental material.

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 9<sup>th</sup>. 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 9<sup>th</sup> and 10<sup>th</sup> 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.

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**Please note:** Due to the requirements of the HRSA grant, any intern applicants for the ***IHC-Grant Funded positions*** must be citizens of the United States, a noncitizen national of the United States, or a foreign national who possesses a visa permitting permanent residence in the United States. Individuals on temporary or student visas are not eligible to participate. Please note that this requirement only applies to the *Grant-Funded positions* and not the general positions available at each of our sites. If you have any questions about eligibility for the program please contact Katherine Dixon at [kdixon@psychologyinterns.org](mailto:kdixon@psychologyinterns.org).

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## APPIC Match Information

NPTC-Great Lakes 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](http://www.appi.org)) or on the NPTC Website ([www.psychologyinterns.org](http://www.psychologyinterns.org)). Applicants may use these web pages to view up-to-date information on available sites and experiences through NPTC-Great Lakes.

<b>Program Code Number</b>	<b>Program Description</b>	<b>Available Slots</b>
228816	Aspire Indiana	2
228824	Aspire Indiana – IHC Grant Funded	1
228819	Centerstone	3
228825	Centerstone – IHC Grant Funded	1
228811	Four County Counseling Center	3
228813	Four County IHC – Grant Funded	3
228812	Otis R. Bowen Center	2
228820	Bowen / Parkview Pain Clinic – Grant Funded	1
228821	Bowen / Parkview Pediatrics – Grant Funded	1
228814	Valley Oaks Health – Adult Track	1
228815	Valley Oaks Health – Child Track	1
228823	Valley Oaks Health – Generalist Track	1
228817	Valley Oaks / Family HC – Grant Funded	1
228818	Valley Oaks / Riggs CHC – Grant Funded	1



# Internship Admissions, Support, and Initial Placement Data

**Date Program tables were updated:** September, 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	<b>Amount:</b> NPTC requires a combined total of 250 hours.
Total Direct Contact Assessment Hours	N	Y	<b>Amount:</b> 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.

All five 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*

Aspire Indiana (Traditional and IHC)	\$29,000
Bowen Center (Traditional and IHC)	\$28,352
Centerstone	\$30,000
Centerstone IHC	\$28,352
Four County	\$30,000
Four County IHC	\$28,352
Valley Oaks Health (Traditional and IHC)	\$28,352

### *Annual Stipend/Salary for Half-Time Interns*

N/A

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<i>Program provides access to medical insurance for interns?</i>	Yes
<i>If access to medical insurance is provided:</i>	
<i>Trainee contribution to cost required?</i>	Yes
<i>Coverage of family member(s) available?</i>	Yes
<i>Coverage of legally married partner available?</i>	Yes**
<i>Coverage of domestic partner available?</i>	
Aspire Indiana, Centerstone, Bowen Center, Valley Oaks	No
Four County	Yes
<i>Hours of Annual Paid Personal Time Off (PTO and/or Vacation)</i>	112 hours (~14 days) of PTO for use as vacation and sick.
<i>Hours of Annual Paid Sick Leave</i>	Sick leave is included in the 112 hours of PTO provided.
<i>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?</i>	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 3 days of professional development leave.
- Interns are provided with at least seven (7) holidays. Some sites may offer more.
- Malpractice insurance for anyone not already covered by their school
- Access to Vision and Dental insurance (full cost responsibility of intern) (all sites)
- Access to Short/Long term disability insurance (Aspire, Bowen Center, and Valley Oaks)
- Access to Group life insurance (Aspire, Bowen Center, Centerstone and Valley Oaks)
- Access to group retirement benefits: Aspire, Centerstone (3% match), Bowen Center, Valley Oaks (7% match).
- Wellness incentives: Aspire (free access to health & wellness centers), Bowen Center (wellness program and fitness reimbursement), Centerstone (\$500 reimbursement).

\*Note. Programs are not required by the COA to provide all benefits listed in this table.

\*\*Note: If spouse has insurance offered externally or through workplace they are ineligible.

## Initial Post-Internship Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

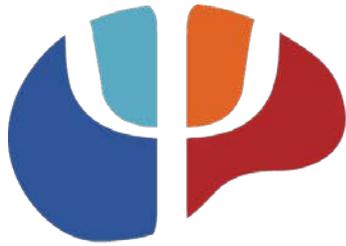
	<b>2016-2017 through 2018-2019</b>	
Total # of interns who were in the 3 cohorts:		37
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree:		0
	PD	EP
Community mental health center	9	3
Federally qualified health center		
Independent primary care facility/clinic	2	
University counseling center		1
Veterans Affairs medical center		
Military health center		
Academic health center		
Other medical center or hospital	2	
Psychiatric hospital		
Academic university/department		
Community college or other teaching setting		
Independent research institution		
Correctional facility		
School district/system		
Independent practice setting	6	
Not currently employed		5
Changed to another field		
Other	2	
Unknown		7

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



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# NPTC

NATIONAL PSYCHOLOGY TRAINING CONSORTIUM  
*Training Tomorrow's Psychologists*

## **Appendix A: APA Accreditation**

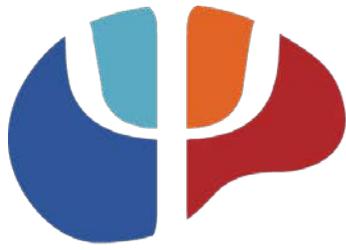


## APA Accreditation

National Psychology Training Consortium – Great Lakes Region has been accredited on contingency since June 2<sup>nd</sup>, 2015 and granted full accreditation by the Commission on Accreditation of the American Psychological Association since May, 2017. This program is fully accredited for an additional 3 years with the next site visit occurring in 2020. 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](mailto:apaaccred@apa.org)  
Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)*



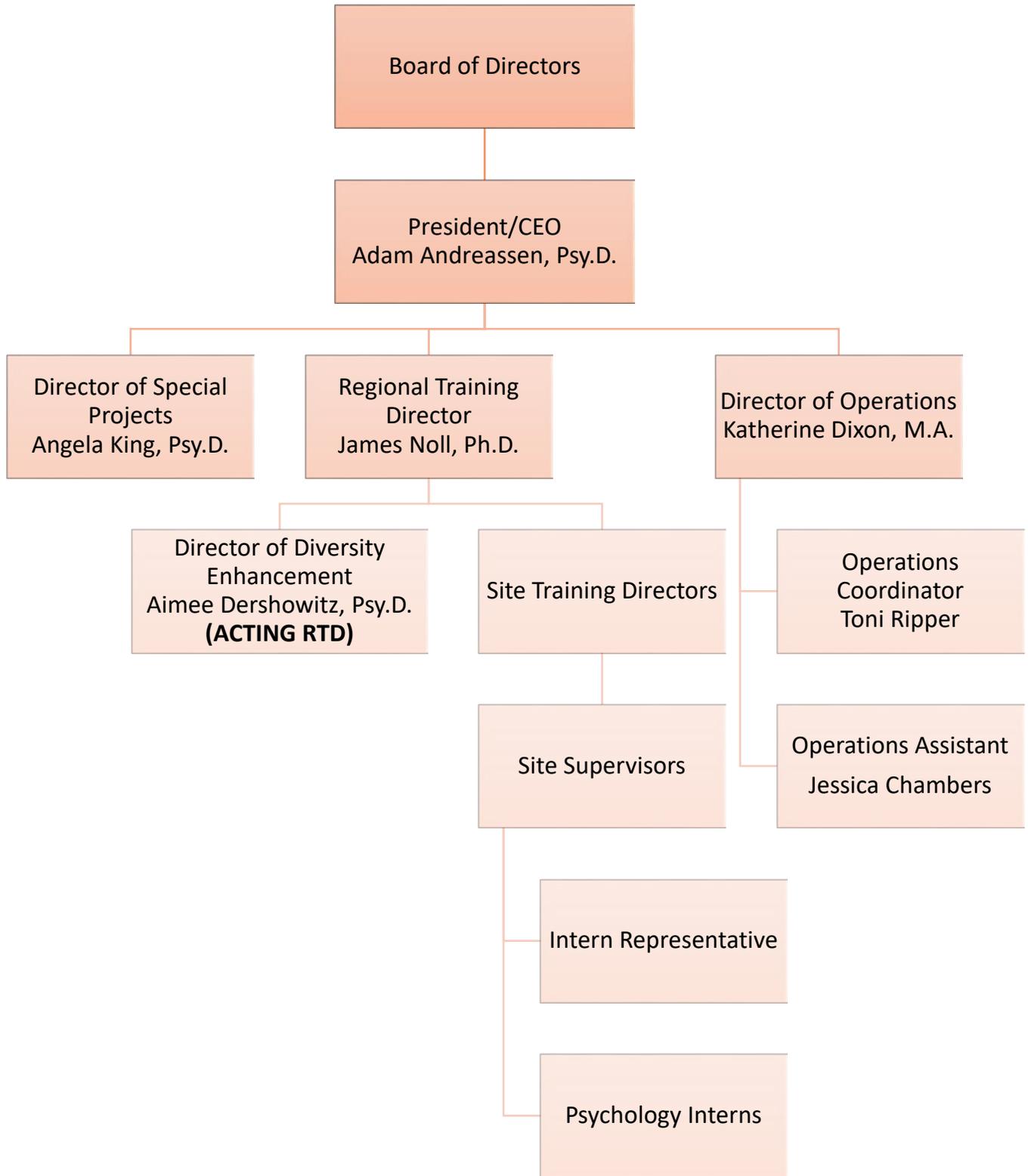
**NPTC**

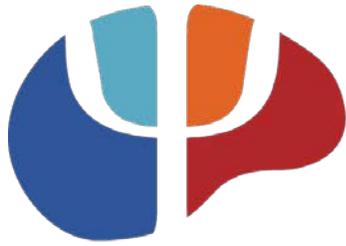
NATIONAL PSYCHOLOGY TRAINING CONSORTIUM

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## **Appendix B: Organizational Information**

# National Psychology Training Consortium Organization Chart





# NPTC

NATIONAL PSYCHOLOGY TRAINING CONSORTIUM  
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## **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_YdubBs6EWenUaD1PP3EF4k8-P0mW)
- [https://www.youtube.com/playlist?list=PLvLh\\_YdubBs7eH3GA0GFuCMag1Ey-d3\\_O](https://www.youtube.com/playlist?list=PLvLh_YdubBs7eH3GA0GFuCMag1Ey-d3_O)
- [https://www.youtube.com/playlist?list=PLvLh\\_YdubBs5P-dw9IrSH7-TwTqM8fkqo](https://www.youtube.com/playlist?list=PLvLh_YdubBs5P-dw9IrSH7-TwTqM8fkqo)