Psychology Internship Brochure

Southeast Behavioral Health Clinic

Accredited by the Commission on Accreditation of the American Psychological Association

Revised July 2026

NORTH Dakota Be Legendary.

Health & Human Services

Contents

Introduction

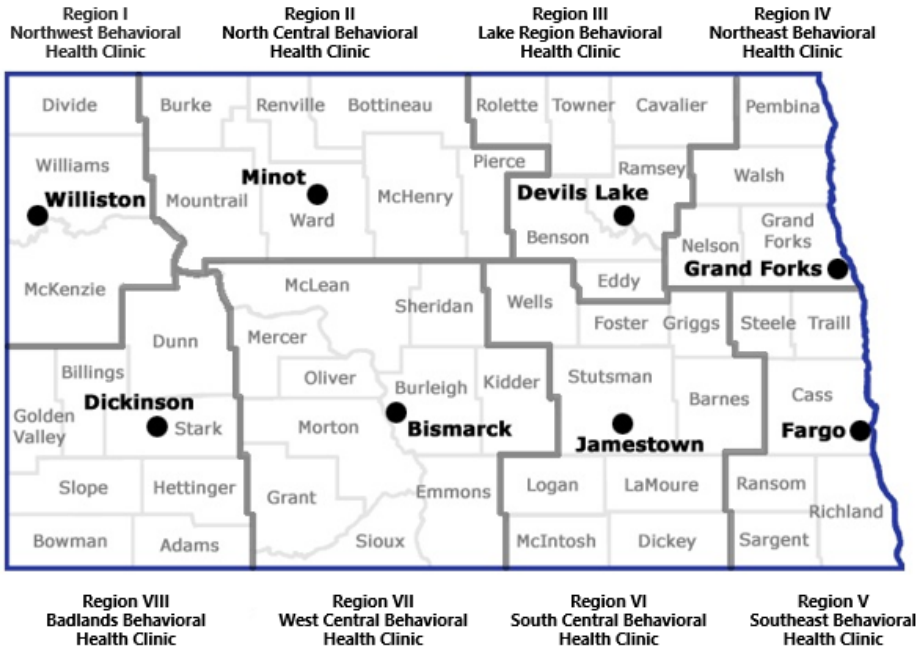
Welcome to the North Dakota Department of Health and Human Services. The Department of Health and Human Services is an umbrella agency managed by a commissioner who is appointed by the governor. The agency is organized into nine divisions –

- Behavioral Health
- Communication
- Human Resources
- Finances Division
- Human Services
- Legal Division
- Medical Services
- Public Health
- Information Technology

Team members foster positive, comprehensive outcomes by promoting economic, behavioral, and physical health, ensuring a holistic approach to individual and community well-being. These divisions provide access to services and care as close to home as possible. They seek to maximize each person's independence while preserving the dignity of all individuals and respecting their constitutional and civil rights

Behavioral Health includes Behavioral Health Clinics, the ND State Hospital, and Behavioral Health Policy. There are eight behavioral health clinics which serve their surrounding county regions in ND to include:

- Northwest Behavioral Health Clinic- Region 1- Williston, ND
- North Central Behavioral Health Clinic- Region 2 – Minot, ND
- Lake Region Behavioral Health Clinic- Region 3 – Devils Lake, ND
- Northeast Behavioral Health Clinic- Region 4 – Grand Forks, ND
- Southeast Behavioral Health Clinic- Region 5 – Fargo, ND
- South Central Behavioral Health Clinic- Region 6 -Jamestown, ND
- West Central Behavioral Health Clinic- Region 7 – Bismarck, ND
- Badlands Behavioral Health Clinic- Region 8- Dickinson, ND



Mission Statement

Southeast Behavioral Health Clinic

To provide quality, efficient, and effective human services, which improve the lives of people.

Region and Demographics

Southeast Behavioral Health Clinic is among the eight regional behavioral health clinics. The Southeast region has a population of approximately 222,440. The region is comprised of Cass, Ransom, Richland, Sargent, Steele and Traill counties.

The clinic is located in Fargo, North Dakota and under the purview of Cass County. The agency serves clients in all age categories, ranging from birth to 80 and above. Staff provide services to schools, community agencies, organizations, and families. From January 2023 through December 2024 a total of 76,772 services were provided to 2,872 clients. The following racial groups are served by the clinic that include, but are not limited to:

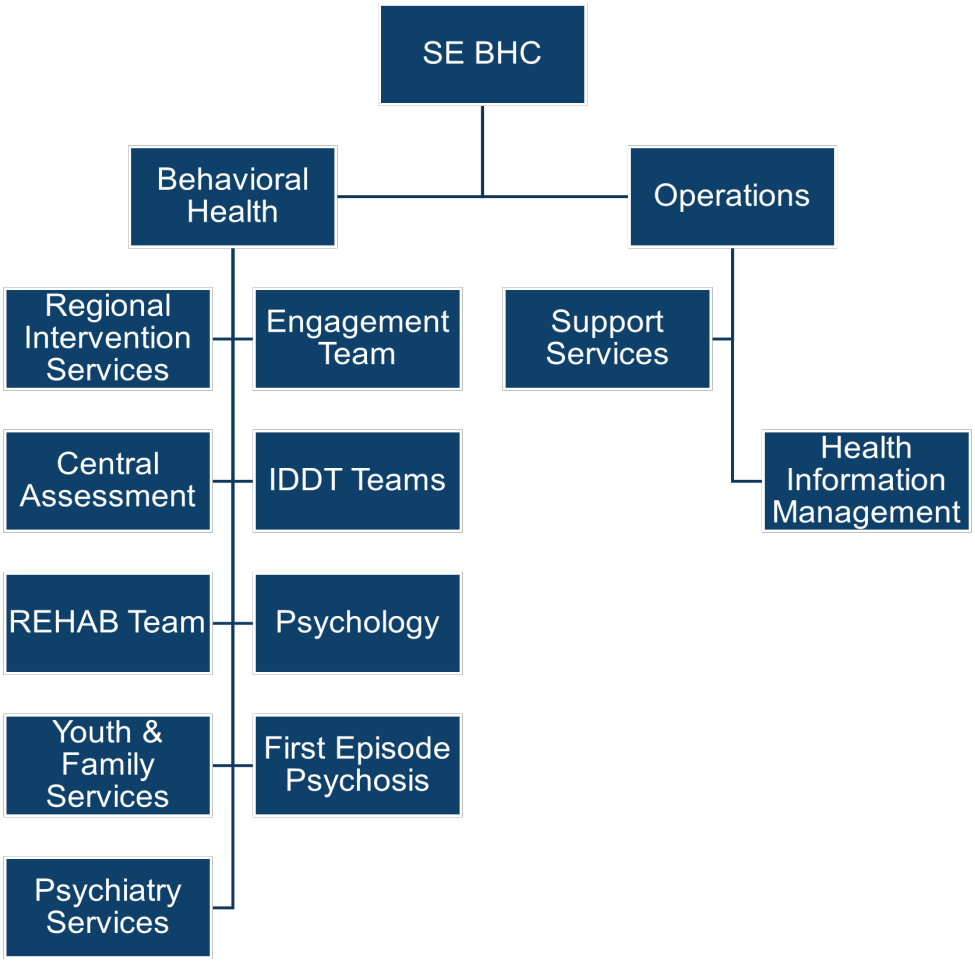
- Caucasian
- Hispanic
- African American
- American Indian
- Korean
- Vietnamese
- Native Hawaiian
- individuals who define themselves in two or more racial categories

Additionally, Fargo is a designated refugee relocation site and a field office location for Global Refuge. Global Refuge is one of ten federally recognized and approved refugee resettlement organizations. The organization resettled approximately 400 refugees in North Dakota in the 2024 fiscal year. Of those, nearly 300 were resettled in the Fargo area. As such, in recent years Fargo's population has grown and become increasingly diverse. The largest resettlement groups are refugees from:

- Venezuela
- Afghanistan
- Democratic Republic of the Congo
- Somalia

Despite the growing refugee population, North Dakota is comprised of 82.9% Caucasian, 5% American Indian and Alaska Native, 4.3 % Hispanic or Latino, 3.4% Black or African American,1.7% Asian individuals, and 0.1% Native Hawaiian and Other Pacific Islander.

Organizational Structure



The above graph shows there are two main divisions at the clinic, Behavioral Health and Operations. Under Behavioral Health there are nine departments that provide treatment and evaluation services to include Regional Intervention Services, Central Assessment, Rehab Team, Youth and Family Services, Engagement Team, IDDT Teams, First Episode Psychosis and Psychology. Under Operations departments include Support Services and Health Information Management.

Psychology Services

The Psychology Department is supervised by a chief psychologist, who is also the training director of the Internship Program. In addition, the department is comprised of two doctorate level licensed psychologists, a master's level license exempt psychologist, a psychometrist, and doctoral interns.

The Psychology Department is responsible for

- psychological assessment
- behavioral assessment and intervention
- participation in multidisciplinary treatment planning

- individual and group psychotherapy
- consultation to agency staff and outside agencies
- in-service training
- community education
- supervision
- program development and implementation
- program evaluation

Psychology Internship Program

Internship Program Philosophy and Training Model

The Internship Program provides interns with exceptional generalist training in order to prepare them for entry level clinical practice in a wide variety of employment settings. The program follows the practitioner-scholar training model wherein the professional practice of psychology is informed by scholarly and scientific inquiry. As such, the intern is encouraged to integrate clinical practice and science. This is achieved through utilizing clinical research and theory to guide clinical thinking and practice. More specifically, the program involves didactic seminars of a variety of clinical issues and empirically validated treatments, experiential activities, and clinical supervision. Furthermore, each intern is expected to review scholarly journals and facilitate a monthly research seminar on relevant clinical issues.

As detailed above, the Internship Program has a firm commitment to the integration of clinical science and practice. It also strongly considers the developmental progression implicit in an intern's professional development. As such, the program emphasizes a developmental training approach. The intern moves along a continuum from a classroom based graduate student, to an inexperienced supervisee in the field, and finally to a competent entry level psychologist. To achieve this, the program provides clinical supervision that is tailored to match the intern's skill acquisition and professional development over the course of the training year. This concept of supervision involves the supervisor assuming the various roles of teacher, model, coach, counselor, and peer (Whiting, Bradley, & Planny, 2001).

The training year is sequential and graded in complexity. As such, the training experience is designed to initially offer an intern the necessary structure and supervision based on their beginning skill level, style, and clinical experience. Interns are provided considerable structure, direction, and support from the clinical supervisor to increase the intern's confidence and reduce anxiety (Whiting et al., 2001). Likewise, the complexity of the cases assigned to interns are commensurate with their skill level and knowledge base. At the outset of their training experience, cases are screened to ensure interns are assigned less severe or complex cases. As the interns demonstrate increased knowledge of clinical issues and stronger skills and abilities, they will be responsible for cases that are more complex and demanding, e.g., treating a straightforward case involving depression versus co-morbid conditions and personality disorders. Didactic seminars are also planned to follow a developmental model with the introduction of basic topics and movement towards more complicated issues and treatment

approaches. The final trainings focus on professional development, licensure, and preparation for post-doctoral residency positions.

The Internship Program functions in a manner consistent with the American Psychological Association's 2017 Ethical Standard 7.04 (Student Disclosure of Personal Information) as contained in the Ethical Principles of Psychologists and Code of Conduct (APA, 2017).

Internship Admissions, Support, and Initial Placement Data

Program Goals And Objectives

It is the intent of the Internship Program to provide a flexible and balanced set of learning experiences necessary for the emergence of competent professional psychologists. These experiences enable interns to practice and enhance previously learned skills, develop new skills, and facilitate personal and professional growth.

Training goals and objectives are as follows:

1. Goal: Prepare interns for the competent and ethical provision of assessment.
   Objective: Integrate the knowledge and skills required in the use of a wide array of psychological assessments to appropriately match test(s) in addressing the referral question and/or concerns.
2. Goal: Prepare interns for the competent and ethical provision of therapeutic intervention.
   Objective: Interns will gain the knowledge and develop the skills in the implementation of psychotherapy. This includes having a broad knowledge of empirically supported treatments and demonstrating the ability to apply them, using the flexibility needed to best fit the patient's needs. This also includes the ability to establish and maintain an effective therapeutic alliance.
3. Goal: Prepare interns for the competent and ethical provision of consultation.
   Objective: Gain the knowledge and develop the skills necessary to provide effective consultation to individuals in a wide array of settings, and with varying levels of education.
4. Goal: Provide interns with the opportunity to develop skills and experiences necessary for effective delivery of psychological services in a culturally appropriate manner.
   Objective: Interns will obtain the knowledge and skills necessary to provide culturally appropriate clinical services.
5. Goal: Encourage a sense of responsibility to the profession for increasing the clinical knowledge base of psychology. Expose each intern to the professional requirement to continually update the knowledge base from which clinical decisions are made, including both current research and clinical experience.
   Objective: Interns will contribute knowledge to the field of psychology.
6. Goal: Prepare interns for the professional roles they may encounter in future employment. This includes supervision, clinical quality assurance, administrative oversight, and as a professional psychologist.
   Objectives: Interns will receive training in clinical and administrative supervision.
7. Goal: Prepare interns to practice in accordance with the ethical and legal standards that govern health service psychology.
   Objective: Interns will be knowledgeable of the APA Ethical Principals of Psychologists and Code of Conduct. In addition, interns will be knowledgeable of relevant laws and

regulations at the local, state and federal level. Interns will receive training in how to recognize ethical dilemmas and how to proceed in an ethical manner.

8. Goal: Prepare interns to practice in a manner that reflects professional values, attitudes, and behaviors.
   Objective: Interns will obtain the knowledge and skills to behave in ways that reflect the values and attitudes of psychology, including self-reflection.
9. Goal: Provide interns with the opportunity to communicate effectively and develop interpersonal skills.
   Objectives: Interns will gain the knowledge and skills necessary for effective oral and written communications. Interns will gain the ability to develop effective relationships with a wide array of individuals.

Supervision

Supervision is considered the major modality by which the intern learns to function as a psychologist in clinical settings. Supervisors are committed to ensuring the program's primary focus is on training and supervision, not service delivery. As such, they work to create a safe environment for the intern to develop the necessary skills. Initial emphasis is placed on assessing the intern's previously developed skills and knowledge and the intern's comfort level in their new role as intern. Early focus is also given to the degree to which the intern is able to translate this knowledge into practical, applicable, ethical client care.

Clinical supervision of the interns is sequential and graded in complexity. As such, the amount and intensity of supervision is expected to vary with the intern's skill acquisition and level of autonomy over the course of the training year. Interns are guaranteed two hours of individual supervision every week. However, there may be additional supervisory sessions scheduled on an as-needed basis earlier in the training experience or as needs arise over the course of the year.

The intern begins the training year under the close, direct supervision of their clinical supervisor. The intern initially assumes a less active role in clinical practice while they shadow or observe the clinical supervisor engaged in various clinical activities. This direct supervision is instructional, didactic, and focused on skill acquisition. After the intern has been involved in shadowing and observation of the clinical supervisor, they are encouraged to take a more active role in the clinical activities under direct supervision. As the intern acquires increased responsibility and autonomy in clinical practice, they are directly observed or video recorded in the provision of clinical services (i.e., therapy, clinical interview, test administration, test feedback) for review by their clinical supervisor in individual and/or group supervision. The Internship Program also has the capacity for in vivo supervision through the use of an observation room and bug-in-the-ear supervision.

It is the expectation that an intern's clinical skills and clinical decision-making progresses over the course of the training year. As such, the intern's clinical abilities and independence are informally and formally assessed throughout the year to ensure the congruence between skill level and provision of clinical services. The formal evaluation is completed at 6 and 12 months by the clinical supervisors.

While ongoing clinical duties may provide interns with an opportunity to work with and learn from

other mental health professionals, all of an intern's clinical activities are performed under the supervision of a licensed psychologist who is a primary supervisor in the Internship Program.

Training Director and Clinical Supervisors

Dr. Nancy Hein-Kolo is the Chief Psychologist, Training Director and clinical supervisor for the Internship Program. Dr. Hein-Kolo received her PsyD in clinical psychology from the Minnesota School of Professional Psychology in 1999. She completed her internship with the Federal Bureau of Prisons in the Federal Medical Center in Rochester, Minnesota, and was licensed as a psychologist in Minnesota in 1995 and in North Dakota in 2010. Her areas of interest include forensic evaluation, specifically risk assessments on sexual offenders.

Dr. Blake Gilbert is a licensed clinical psychologist and a clinical supervisor for the Internship Program. He earned a PhD in Clinical Psychology with a concentration in Forensic Psychology at Fielding Graduate University and completed an APA-accredited internship at Southeast Behavioral Health Clinic. He completed his psychology residency at Southeast Behavioral Health Clinic and became a licensed psychologist for the state of North Dakota in 2020. Dr. Gilbert’s clinical interests include clinical and forensic assessment, consultation, and evidence-based treatment, particularly with adolescents and young adults. His research interests include the school-to-prison pipeline, adolescent delinquency, and life-course criminality.

Internship Program Description

Overview

The Internship Program consists of assessment, intervention, and other ongoing clinical duties.

Psychological assessment makes up a large portion of the responsibilities of the interns. Approximately 40% of intern training focuses on assessment. The intern will conduct general psychological assessment, with emphasis on more specialized psychological assessment. This includes assessment of risk for sexual re-offense and violence re-offense, and parental capacity evaluations. Interns can expect to conduct evaluations utilizing psychological testing, behavioral analyses, and clinical interviews.

Approximately 20% of the intern's time will be spent in psychological interventions. This will generally be in the form of individual psychotherapy for varied presenting problems. This includes, but is not

limited to, psychotic disorders, mood disorders, anxiety disorders, habit disorders, anger management, grief issues, and personality disorders. Interns will also have the opportunity to lead or co-lead group psychotherapy throughout the training year. An intern may also develop behavior plans for either children with serious emotional disturbances, or with developmentally disabled populations. The intern may also work indirectly with agencies providing services and care to individuals with developmental disabilities. This may include attending team meetings, Individual Program Plan meetings, or other meetings relevant to the client.

Approximately 5% of the intern's time is spent in various consultative roles. Formal consultation is also supervised and co-attended by a licensed psychologist. Consultation is facilitated within the agency to the various treatment teams. The role of the intern during these meetings is to provide diagnostic clarification, program recommendations, and therapeutic direction to the multidisciplinary teams within the agency. Informal consultation is also an expectation of the interns. This may occur when staff call or drop by the office to discuss a case and request direction.

Approximately 15% of the intern's time is spent in individual and group supervision. The program requires each intern receive four hours of supervision per week. At minimum, two of these hours must come from individual supervision. Approximately 13% of the intern's time is spent in didactic learning experiences. The remaining 7% is spent in various administrative responsibilities and time allowed for working on their dissertation.

Internship Completion Requirements

- Total training time should be equivalent to 2,000 hours
- A minimum of 1,200 hours spent in client related contacts and activities
- Attaining the minimum level of achievement for each Profession-Wide Competency on the Psychology Intern Evaluation form by the end of internship
    - Profession-Wide Competencies include the following:
        - Research
        - Ethical and legal standards
        - Individual and cultural diversity
        - Professional values, attitudes, and behaviors
        - Communication and interpersonal skills
        - Assessment
        - Intervention
        - Supervision
        - Consultation and interprofessional/interdisciplinary skills
- A minimum of 4 hours per week spent in regularly scheduled, formal, face-to-face supervision, at least 2 of which were on an individual basis
- Demonstration of an ability to complete evaluations and paperwork with minimal supervisory changes
- Completion of all clinical and administrative paperwork

Program Curriculum

Psychological Assessment

- The intern will complete a minimum of 20 assessments over the course of the year, although an intern may complete more than 20.
- Assessments will include:
    - Psychodiagnostic
    - Personality traits
    - Intellectual abilities
    - Memory functioning
    - Neuropsychological screening
    - Function skills/deficits
    - Parental capacity
    - Risk of sexual re-offense
    - Risk of violent re-offense
- Common referral sources:
    - Interdepartmental
    - Parole and Probation
    - Human Service Zones
    - Court (adult/juvenile)
    - Division of Juvenile Services

Psychotherapy

Individual

- The intern will meet with the supervisors for ongoing therapy supervision throughout the internship year.
    - Up to 8-10 client caseload
    - Difficult cases, long-term and short-term therapy
    - Adults, adolescents, some children (if requested)

Group

- Psychotherapy, Psychoeducation, and Skill-based groups
    - There are many options for obtaining group experiences. An intern might elect to adopt an already established group led by a former intern or develop a new group. The intern should consult their supervisor regarding their group interests.
- Family
    - If an intern is interested in family therapy, they are encouraged to talk with their supervisor to determine if that can be arranged.
    - The agency does not provide marital counseling.

Consultation

- Case Consultation for agency staff
    - Psychology staff attend monthly team meetings.
    - The intern will assist in providing consultation and suggestions during these meetings.

Supervision

Individual Supervision

- The intern is required to have four hours of supervision each week, with at least two hours of individual supervision.
- Individual supervision will be conducted by a clinical supervisor of the Internship Program.

Group Supervision

Psychology Group Supervision

- This is a regularly scheduled psychology group supervision that occurs 2-3 times per month.
- Attendees may include:
    - Internship Program supervisors
    - Psychology resident(s)
    - Psychology interns
    - Non-agency interns and/or residents
- The intern will be required to present cases in different formats, i.e., case presentations, video presentations, and role-plays/reenactments.

Psychology/Psychiatry Group Supervision

- This is a regularly scheduled bimonthly group supervision meeting led by two licensed psychologists affiliated with the Internship Program.
- Attendees include:
    - Psychology interns
    - Psychology residents
    - Psychiatry residents
    - Licensed psychologists
- Each intern will present one case and provide consultation for the other members.

Didactic Seminars

Agency Didactic Seminars

- Participation in internal didactic seminars is required. Seminars are led by supervisors, other psychology staff, agency staff, and/or collaborating psychologists in the community.

Off-Site Didactic Seminars

- Grand Rounds- required
- Prairie St. John's Professional Series and/or University of New Mexico School of Medicine's Law and Mental Health Lecture Series- required
- Local Conferences and Workshops- some are required and this will depend on the particular training

Other Internship Expectations

Research Seminar

- Interns are required to review scholarly journals. After selecting a clinically relevant article, the intern will prepare a 1-2 page summary of the research article. The intern will present the information to colleagues in a monthly staff meeting.

In-Service Presentations

- Interns will provide education or training to an identified professional group.
- This will be based on agency or community need and/or interest area for interns.

Program Evaluation

- Interns may participate in program evaluation in a service area outside of the Psychology Department.
- This may vary by need each year or biennium.

Mock Trial

- The intern is provided a mock subpoena to notify them of the upcoming trial and testimony.
    - Interns are required to process the subpoena per agency policy and seek supervision accordingly.
    - Interns present, typically to a mock courtroom, on the day of trial and proceed through the steps they would expect if this were an actual trial.
    - All members of the psychology department play a role in the court proceedings.
    - Interns are debriefed following their testimony.

Shadowing

- Interns have an opportunity to shadow an agency psychiatrist for one day.
- Interns will be expected to shadow a member of the RIS team for one day.
- Interns will be expected to shadow a member of an IDDT team for one day.

Intern Evaluation

The Internship Program will provide a formal, written evaluation of the intern's progress at the 6 and 12-month mark in order to facilitate interns' change and growth as professionals. Per APA's Standards of Accreditation for programs in Health Service Psychology, the Psychology Intern Evaluation form evaluates interns in the following Profession-Wide Competencies:

- Research
- Ethical and legal standards
- Individual and cultural diversity
- Professional values, attitudes, and behaviors
- Communication and interpersonal skills
- Assessment
- Intervention
- Supervision
- Consultation and interprofessional/interdisciplinary skills

In order to successfully complete the Internship Program, an intern is required to meet the minimum level of achievement for each competency.

Additional evaluation procedures include the following:

- At 3, 6, and 9 months the supervisors and intern will participate in a feedback session in order to identify areas for further development for the intern. Interns will also complete an evaluation at that time. This will be reviewed in the feedback session in order to identify areas the intern would like more emphasis. As noted above, supervisors formally evaluate interns via a structured form at the end of 6 and 12 months. Likewise, interns complete a written evaluation of the supervisors at that time as well.
- The training director meets with the interns biannually to discuss the program and any challenges the interns may have at that point. Interns are also encouraged to meet individually with the training director at any time to raise concerns about the internship.

Grievance And Due Process

- The Internship Program will provide appropriate mechanisms by which inappropriate intern behavior affecting professional functioning is brought to the attention of the intern. The Internship Program will also maintain intern procedures, including grievance and due process guidelines, to address and remediate perceived problems as they relate to professional standards, professional competency and/or professional functioning. Criteria which link this definition of intern problem areas to particular professional behaviors and attitudes are incorporated into the program's evaluation procedures at several levels during the evaluation process.

Administrative Information

Interns are fully supported from an administrative standpoint and have the same support staff access as other employees. Interns have a private office with a phone, computer, and file cabinet. Additionally, the agency provides interns access to multiple psychological journals and other reference materials.

Interns in the Internship Program are paid at an hourly rate of $17.00 an hour. As state employees, interns will be paid on a monthly basis. The stipend is designed to assist the interns in offsetting the expense of their internship year. Interns are not eligible for employee benefits such as annual or sick leave, holiday pay, or employer-paid health insurance.

Internship Application

APA-Accredited Program

The Psychology Internship Program at Southeast Behavioral Health Clinic is accredited by the Commission on Accreditation of the American Psychological Association. 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, D.C. 20002
Phone: (202) 336-5979
Email: APA Accreditation
Web: APA Accreditation

Academic Requirements

Applicants to the Internship Program must be students in good standing with an APA accredited clinical or counseling psychology program. They must have already been admitted to doctoral candidacy. The Internship Program requires 300 intervention and assessment hours and 1000 grand total practicum hours. Additionally, all comprehensive exams must be passed by the ranking deadline. Candidates with a solid understanding of assessment, theoretical backgrounds, ethical and clinical issues, diagnostics, and treatment solutions are considered to be highly desirable. In addition, the program requires three letters of recommendations, one of which must be from a clinical practicum supervisor. Copies of transcripts from all academic institutions are also required (undergraduate transcripts are not necessary).

Application Timeline

- The Internship Program follows the APPIC match policy and our program code number is 178911
- The deadline for application submission is December 11
- Candidates will be notified about interview status by December 18

Selection Policy

The Internship Program complies with the standards and regulations developed by Southeast Behavioral Health Clinic for the selection of employees. However, we do acknowledge that searching and selection procedures for interns (i.e., APPIC Match) do differ from those policies of the clinic itself. As such, applications are reviewed by the internship selection committee which includes the clinical supervisors of the Internship Program.

Interns are rank ordered based on their interest in the sponsoring agency's clinical services and population served; their prior academic and training experience; quality of endorsements; goodness of fit between interns' internship gorals and the Internship Program's goals and training model. In reviewing the applications of prospective interns, we specifically examine assessments administered, assessment hours, number of psychological assessment reports, and interest in the assessments we use most, as the Internship Program has an emphasis on psychological assessment.

The application review and ranking process is objectified by utilizing a 10-point scale to rate each prospective intern on four overarching areas (Intern Application, Endorsements, Clinical Interests and Training Experience, and Education). Subsumed under these areas are a total of 10 factors considered to be the most important for matching interns' experiences, interests, and aptitudes with the goals of our training program. The Internship Program 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 intern applicant.

Internship Open House

Qualified applicants are invited to the Internship Program's Virtual Interview Open House. Virtual interviews include a presentation and Q&A with the selection committee and current interns, an interview with members of the selection committee, a virtual tour of the site, and a Q&A session with our current interns. When an applicant has been matched to our Internship Program and has accepted the offer, completion of our state application and background check is mandatory.

All interns are expected to have an understanding of the program's philosophy, goals, and training model after their review of the APPIC Directory Site information, Psychology Internship Brochure, interview process with members of the selection committee, and peer consultation with our current interns. They are encouraged to ask questions before, during, or after the interview process in order to better understand the Internship Program's goals and training approach. Individuals who would like further information on the Internship Program or application procedures may contact:

Dr. Nancy Hein-Kolo, Training Director
Southeast Behavioral Health Clinic
2624 9th Ave S
Fargo, North Dakota 58103
701.298.4547
Email Dr. Hein-Kolo

Non-Discrimination Policy

Discrimination means treating someone differently because of a particular characteristic such as race, color, sex, age, disability, or religion. North Dakota Department of Health and Human Services (HHS) makes available all services and assistance without regard to race, color, sex, age, disability, national origin, religion, or status with respect to marriage or public assistance. For programs funded by the U.S. Department of Agriculture (USDA), HHS also makes services and assistance available without regard to political beliefs. These laws must be followed by persons who contract with or receive funds to provide services for HHS, including the state's eight regional Behavioral Health Clinics, the State Hospital, the Life Skills and Transition Center, and Human Service Zone offices.

The policies of HHS also require that:

- You be given the chance to apply for assistance or services, or both.
- The same eligibility standards apply to you as apply to others in similar situations.

In accordance with Federal law and North Dakota state law, HHS is prohibited from discriminating on the basis of race, color, sex, age, disability, national origin, religion, or status with respect to marriage or public assistance. In accordance with the USDA, HHS is also prohibited from discriminating against political beliefs or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by the USDA.

Internship Admissions, Support, and Initial Placement Data

Data Updated: 7/30/2026

Program Disclosures

Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution's affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values? No

Internship Program Admissions

Interns can expect to spend 40% of their time in psychological assessment, 20% in intervention, 15% in supervision, 13% in didactics, 7% completing administrative tasks, and 5% of their time in consultation. Evaluations consist of both general assessment and more specialized psychological assessment. This includes sex offender and violence risk assessments, and parental capacity evaluations.

The program requires that the applicant has 300 combined direct contact intervention and assessment hours at time of application.

Additional minimum criteria used to screen applicants includes:

- APA Accredited clinical or counseling program
- admission to doctoral candidacy
- 1000 grand total practicum hours
- comprehensive exams passed by ranking deadline
- candidates with a solid understanding of
    - assessment
    - theoretical backgrounds
    - ethical and clinical issues
    - diagnostics
    - treatment solution

Financial and Other Benefit Support for Upcoming Training Year

Note: Programs are not required by the Commission on Accreditation to provide all benefits listed.

Annual Stipend/Salary for Full-time Interns: $34,000

Annual Stipend/Salary for Half-time Interns: NA

The program provides access to medical insurance for the intern which includes a trainee contribution to cost for premium. Both family and single plans are available for the intern and their legally married partner. Coverage is not available for domestic partners. The intern does not receive any paid personal time off (PTO and/or vacation) or sick leave. In the event of medical conditions and/or family needs that require extended leave, the program does allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave. Interns can receive up to 40 hours of professional development / educational leave. Interns are provided with 10 days of unpaid leave.

Initial Post-Internship Positions

(Aggregated Tally for the Preceding 3 Cohorts)
Total # of interns who were in the 3 cohorts for years 2023-2026: 9

Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree: 0

Most former trainees work in independent practice settings, with 8 people in employed positions (EP) and 1 in a post-doctoral (PD) role. Independent practice settings have 1 person in a post-doctoral position and 5 people in an employed position. There are 3 people in employed positions in a community mental health center, with no post-doctoral roles in that setting. All other settings—such as academic teaching, consortiums, university counseling centers, Veterans Affairs health care systems, hospital/medical centers, psychiatric facilities, correctional facilities, health maintenance organizations, school districts, and other categories—have no reported positions. Each person is counted only once, based on their primary job if they work in more than one setting.