

SEHSC PSYCHOLOGY INTERNSHIP BROCHURE

Accredited by the Commission on Accreditation of the American Psychological Association

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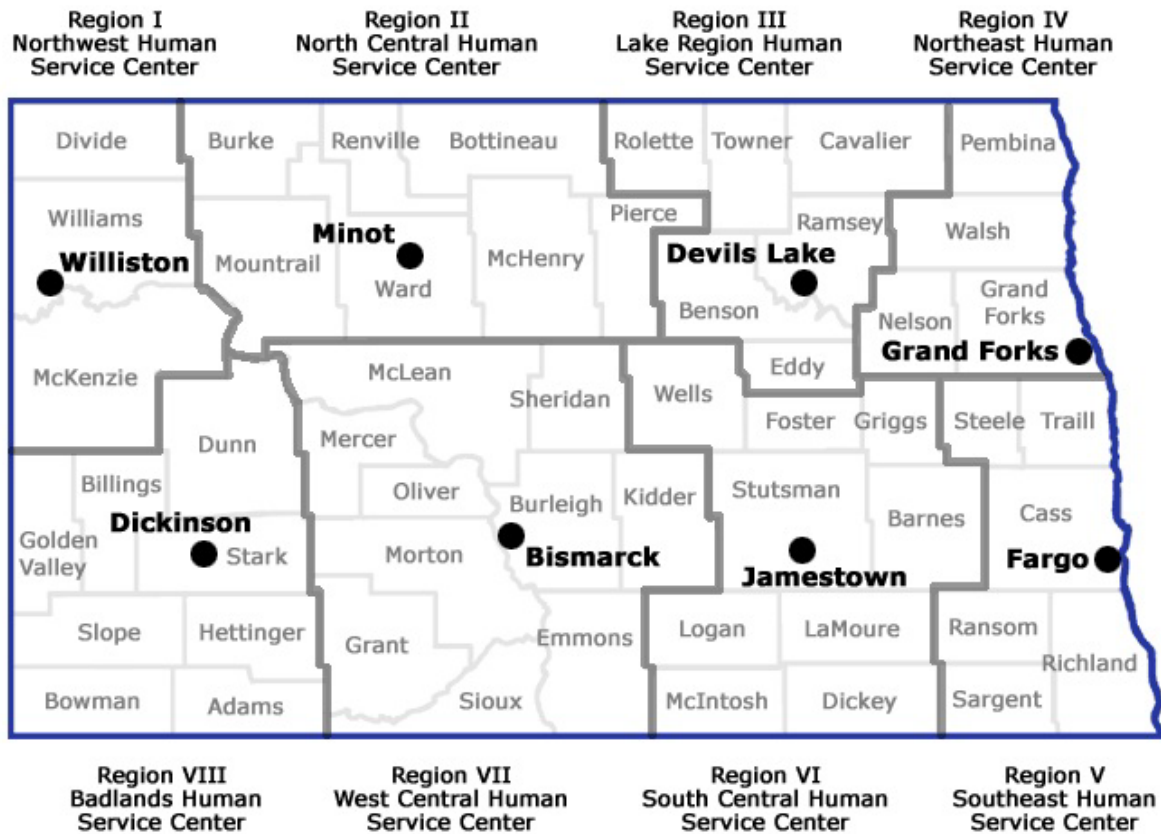
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INTRODUCTION

Welcome to the North Dakota Department of Health and Human Services (DHHS). The DHHS is an umbrella agency managed by a commissioner who is appointed by the governor. DHHS is organized into four programmatic divisions - Public Health, Medical Services, Behavioral Health, and Human Services. Team members provide services that help vulnerable North Dakotans of all ages to maintain or enhance their quality of life, which may be threatened by lack of financial resources, emotional crises, disabling conditions, or an inability to protect themselves. These divisions help provide services and care as close to home as possible to maximize each person's independence while preserving the dignity of all individuals and respecting their constitutional and civil rights.

Behavioral Health includes the human service centers, the ND State Hospital, and Behavioral Health Policy. There are eight human service centers in ND to include: Badlands Human Service Center, Lake Region Human Service Center, North Central Human Service Center, Northeast Human Service Center, Northwest Human Service Center, South Central Human Service Center, Southeast Human Service Center, and West Central Human Service Center.



MISSION STATEMENT

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

SOUTHEAST REGION AND DEMOGRAPHICS

Southeast Human Service Center (SEHSC) is among the eight regional human service centers of ND DHHS. The Southeast region has a population of approximately 222,440 and a geographical area of 6,499 square miles and covers the counties of Cass, Ransom, Richland, Sargent, Steele and Traill.



SEHSC is located in Fargo, North Dakota and under the purview of Cass County. The agency serves approximately 5,000 children, adolescents and adults per year, as well as provides services to schools, community agencies, organizations, and families. SEHSC serves clients in all age categories, ranging from birth to 80 and above. The following racial groups are served by SEHSC that include, but are not limited to: Caucasian, Hispanic, African American, American Indian, Korean, Vietnamese and Native Hawaiian, as well as individuals who define themselves in two or more racial categories. Additionally, Fargo is a designated refugee relocation site and home to one of the only federally-recognized and approved refugee resettlement organizations in the state. The organization's New American Services Program resettled about 300 refugees in the Fargo / West Fargo area over the past two years. In all, North Dakota accepts about 400 refugees each year across the state. As such, in recent years Fargo's population has grown and become increasingly diverse. The largest resettlement groups are currently Bhutanese and Iraqis and refugees from Somalia, Eritrea, Sudan, DR Congo and Liberia. Despite the growing refugee population, North Dakota is comprised of 90.1% Caucasian, 5.5% American Indian and Alaska Native, 1.7 % Hispanic or Latino, 2.5% African American, and 1.1% Asian individuals.

SEHSC DEPARTMENTS

ADMINISTRATION

- OFFICE OF THE DIRECTOR
- BUSINESS OFFICE
- SUPPORT STAFF
- SERVICE RECORDS
- INFORMATION TECHNOLOGY
- MAINTENANCE

BEHAVIORAL HEALTH SERVICES

- RIS
- CENTRAL ASSESSMENT
- IDDT TEAMS 1,2,3 AND 4
- REHAB
- HELP
- RURAL OUTREACH
- MST
- CAFS
- PSYCHIATRY SERVICES
- PSYCHOLOGY
- DISABILITY SERVICES

PSYCHOLOGY SERVICES

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

The Psychology Department is responsible for the completion of a variety of psychological assessment, behavioral assessment and intervention, participation in multidisciplinary treatment planning, individual and group psychotherapy, consultation to SEHSC staff and outside agencies, in-service training, community education, supervision, program development and implementation, and 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 Internship 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 by utilizing clinical research and theory to guide clinical thinking and practice. More specifically, the Internship 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.

The SEHSC Internship Program not only has a firm commitment to the integration of clinical science and practice, but it strongly considers the developmental progression implicit in an intern's professional development. As such, the SEHSC Internship Program emphasizes a developmental training approach where 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 Internship 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, but 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).

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:

- 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.
- 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.
- 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.
- 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.
- Goal:** Encourage a sense of responsibility to the profession for increasing the clinical knowledge base of psychology and to 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 such as 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 Principles of Psychologists and Code of Conduct as well as 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 along with 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. Internship Program supervisors are committed to ensuring the program's primary focus is on training and supervision, not service delivery, and as such 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, the intern's comfort level in their new role as intern, and 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. Although interns are guaranteed two hours of individual supervision every week, 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 and 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., intakes, 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.

Although it is the expectation that an intern's clinical skills and clinical decision-making progresses over the course of the training year, 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 and Training Director for the Psychology 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 at Southeast Human Service Center and is a clinical supervisor for the Internship Program. He completed his undergraduate education in Psychology at Quincy University, before obtaining a terminal master's in Clinical Psychology and Community Mental Health at Western Illinois University in 2014. 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 Human Service Center. He completed his psychology residency at Southeast Human Service Center 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.



Dr. Jessica Harvey is a licensed clinical psychologist at Southeast Human Service Center and is a clinical supervisor to the Internship Program. She completed her undergraduate education in Psychology with a minor in Criminal Justice at the University of Arkansas – Fort Smith. She obtained her master's and doctoral degrees in Clinical Psychology from Pacific University and completed an APA-accredited internship and her psychology residency at Southeast Human Service Center. She became a licensed psychologist in the state of North Dakota in 2022. Dr. Harvey's clinical interests include forensic evaluations, police psychology, and psychological consultation. She is a member of the Society for Police and Criminal Psychology.

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 such as 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 including, but 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, with developmentally disabled populations, or indirectly with agencies providing services and care to individuals with developmental disabilities. This may include attending team meetings, Individual Program Plan (IPP) 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 SEHSC to various treatment teams, including but not limited to, IDDT treatment teams, Rural Outreach, HELP, CAFS, and RIS. The role of the intern during these meetings is to provide diagnostic clarification, program recommendations, and therapeutic direction to multidisciplinary teams within SEHSC. Informal consultation is also an expectation of the interns and 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 as the program requires each intern receive four hours of supervision each week, at least two hours of which 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 (this is further detailed in the Internship Manual provided at the start 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 25 assessments over the course of the year, although an intern may complete more than 25.
- Assessments will include:

Psychodiagnostic	Functional skills/deficits
Personality traits	Parental capacity
Intellectual abilities	Risk of sexual re-offense
Memory functioning	Risk of violent re-offense
Neuropsychological screening	
- Common referral sources:

SEHSC, interdepartmental	Court (adult/juvenile)
Parole and Probation	Division of Juvenile Services
Human Service Zones	

PSYCHOTHERAPY

INDIVIDUAL

- The intern will meet with the supervisors for ongoing therapy supervision throughout the internship year.
 - 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 the clinical supervisors for therapy to determine if that can be arranged.
 - SEHSC 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 include:
 - Internship program supervisors
 - Psychology resident
 - 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 SEHSC Psychology 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 and seminars are led by supervisors, other psychology staff, SEHSC 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 and select a clinically relevant article, prepare a 1-2 page summary of the research article, and present this information to colleagues in a monthly staff meeting.

IN-SERVICE PRESENTATIONS

- Interns will provide education or training to an identified professional group and 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, and 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 (PWCs):

- 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 PWC.

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, and 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 triannually 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, SEHSC provides interns access to multiple psychological journals and other reference materials.

Interns in the Internship Program are paid at an hourly rate of \$16.00 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 SEHSC employee benefits such as annual or sick leave, holiday pay, or health insurance.

INTERNSHIP APPLICATION

APPLYING TO SEHSC INTERNSHIP PROGRAM

APA-ACCREDITED PROGRAM

The Psychology Internship Program at Southeast Human Service Center 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: apaaccred@apa.org
Web: www.apa.org/accreditation

ACADEMIC REQUIREMENTS

Applicants to the Internship Program at SEHSC must be students in good standing with an APA accredited clinical or counseling psychology program, and must have already been admitted to doctoral candidacy. SEHSC's 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, SEHSC 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

- SEHSC follows the APPIC match policy and our program code number is **178911**
- The deadline for application submission is **NOVEMBER 12**
- Candidates will be notified about interview status by **DECEMBER 14**

SELECTION POLICY

The Internship Program complies with the standards and regulations developed by SEHSC 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 SEHSC itself. As such, applications are reviewed by the SEHSC 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 goals 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 SEHSC 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 SEHSC Internship Program or application procedures may contact:

Dr. Nancy Hein-Kolo, Training Director
Southeast Human Service Center
2624 9th Ave S
Fargo, North Dakota 58103
701.298.4547
nheinkolo@nd.gov

NON-DISCRIMINATION POLICY

North Dakota Department of Health and Human Services (DHHS) makes available all services and assistance without regard to race, color, sex, gender identity, sexual orientation, 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), DHHS 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 DHHS, including the state's eight regional Human Service Centers, 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, the U.S. Department of Health and Human Services (US DHHS) policy, and North Dakota state law, DHHS is prohibited from discriminating on the basis of race, color, sex, including gender identity and sexual orientation, age, disability, national origin, religion, or status with respect to marriage or public assistance. In accordance with the USDA, DHHS 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

Date Program Tables are updated: 8/11/2023

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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, provide website link (or content from brochure) where this specific information is presented:	

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:

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 such as sex offender and violence risk assessments and parental capacity evaluations.

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: 300 combined Intervention/Assessment hours

Total Direct Contact Intervention Hours	Yes		Amount: 300 combined hours
Total Direct Contact Assessment Hours	Yes		Amount: 300 combined hours

Describe any other required minimum criteria used to screen applicants:

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, and treatment solutions

Financial and Other Benefit Support for Upcoming Training Year*

Annual Stipend/Salary for Full-time interns	\$32,000	
Annual Stipend/Salary for Half-time interns	N/A	
Program provides access to medical insurance for intern?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If access to medical insurance is provided:		
Trainee contribution to cost required?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Coverage of family member(s) available?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Coverage of legally married partner available?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Coverage of domestic partner available?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	0	
Hours of Annual Paid Sick Leave	0	
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?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Other Benefits (please describe): Interns can receive up to 40 hours of professional development/educational leave and are provided 10 days of unpaid leave.		

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

Initial Post-internship Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

	2020-2023	
Total # of interns who were in the 3 cohorts	12	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
	PD	EP
Academic teaching	PD =	EP =
Community mental health center	PD =	EP = 1
Consortium	PD =	EP =
University Counseling Center	PD =	EP =
Hospital/Medical Center	PD =	EP = 2
Veterans Affairs Health Care System	PD =	EP =
Psychiatric facility	PD = 2	EP =
Correctional facility	PD =	EP = 1
Health maintenance organization	PD =	EP =
School district/system	PD =	EP =
Independent practice setting	PD =	EP = 5
Other	PD = 1	EP =

Note: "PD" = Post-doctoral residency position; "EP" = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.