



**WILLIAM JAMES
COLLEGE**
GRADUATE EDUCATION IN PSYCHOLOGY

Internship Consortium in Clinical Psychology

Consortium Internship Handbook

APA Accredited

www.williamjames.edu/consortium

2017-2018

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PREFACE

The purpose of this manual is to provide important information about the exclusively affiliated William James College Internship Consortium in Clinical Psychology. Questions about the program should be directed to the individuals/agencies below. This information is current and accurate at the time of printing but is subject to revision.

Informational data of intern demographics, professional activities, and post-internship experiences is available from 2007 to the present in the William James College Field Education Office.

The William James College Internship in Clinical Psychology, being exclusively affiliated with William James College, abides by the following William James College Equal Opportunity and Affirmative Action Policy Statement:

“The Board of Trustees of the William James College reaffirms its commitment to the policy of Equal Opportunity and Affirmative Action. This policy is of application to every aspect of employment, including the recruitment, hiring, and terms and conditions of service of all full-time and part-time employees. Personnel and admissions decisions shall be made in accordance with state and federal law and without regard to race, color, religion, sex, age, national or ethnic origin, sexual orientation, Vietnam-era veteran status, political beliefs, or disability unrelated job requirements.”

It is the express purpose of this policy to provide all persons with equal employment and educational opportunities in an environment promoting cultural and individual diversity. William James College Equal Opportunity and Affirmative Action programs have been and will continue to be developed to help us accomplish our objectives in this all-important area. Faculty and supervisory personnel are responsible for assuring that these programs and objectives are both implemented and achieved.

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Questions related to the program’s accreditation status should be directed to the Commission on Accreditation: Office of the Program Consultation and Accreditation.

American Psychological Association
750 1st Street NE
Washington, DC 20002
Phone: 202-336-5979
E-mail: appacred@apa.org
Web: www.apa.org/ed/accreditation

INTRODUCTION

William James College was designed as a practitioner or professional model of training. The program deems training in professional psychology to be most effective when theoretical learning and practical applications occur simultaneously, and their integration is actively facilitated as part of the learning process.

The exclusively affiliated William James College Internship Consortium in Clinical Psychology extends this imperative by providing a range of well-coordinated professional training experiences across 17 training sites in the community. For two years, either at one agency/institution or at two different institutions, interns spend 27 hours per week at consortium internship sites. Included in this time is attendance at shared weekly consortium training seminars held at William James College, led by William James College faculty, and taught by supervisors from the different sites, as well as, by William James College faculty members and guest presenters. A total of 2,000 internship hours, in no more than 24 months, is required.

The William James College field education consortium model was developed to provide an innovative approach to training psychology students. In this model, academic faculty and institutional resources partner together with community settings and populations so that training is not dependent on the exclusive resources within training sites. William James College takes responsibility for organizing and managing the affiliation and viability of the sites. William James College's Director of Training is a licensed psychologist/health service provider, who holds a diplomate from the American Board of Professional Psychology and serves as the William James College Internship Consortium Director. She maintains overall administrative responsibility for Consortium activities. The Consortium Director meets with the interns in a monthly support group, meets quarterly with Internship site Directors of Training, and with Consortium training supervisors on an annual basis. Further, the Consortium Director is responsible for the administration of the intern selection process and internship and site/supervisor evaluations. Consortium seminar scheduling is likewise coordinated by the William James College Consortium Director.

The William James College Field Education/Consortium Office is designed to ensure a comprehensive training experience, committed to intern development of knowledge, skills and attitudes across the basic areas of professional psychology. Formal training in the areas of patient assessment, intervention, and consultation along with applied clinical research, supervision, and administration comprise the core of the internship experience. Training takes precedence over service delivery, which is primarily experientially learning-oriented.

The educational program, in both its classroom and field training components, adheres to a philosophy that develops professional competency through an active integration of didactic and applied experience. The Field Education/Consortium Office extends this imperative by providing a range of well-coordinated professional training experiences across a number of training sites in the community. Some interns rotate through two different sites during the course of a two-year, half-time training experience, while others train at one site for two half-time training years. Interns work with diverse clinical and cultural populations, psychosocial perspectives and professional and theoretical orientations. The intern is helped to integrate these experiences through academic coursework designed for this purpose and through faculty advising and field supervision.

The primary training goals of the field training program at William James College address the need for the professional psychologist in training to develop and deepen competency in the core areas of applied psychological services. The program espouses a model of generalist training while creating opportunities for the development of specific areas of proficiency through training in unique settings and/or with specialized populations.

The goal of the internship consortium is to intensify and expand the interns' development in these areas. This occurs by offering increasingly more challenging experiences as well as a higher level of responsibility as the intern matures professionally. Interns participate in a full range of professional activities at these sites, consistent with the individual intern's level of development and learning. The consortium structure allows for the availability of varied experience with patient populations and treatment modalities, in diverse

communities and service systems while maintaining a continuity of structure and work-related involvement for trainees.

The internship experiences, characterized by depth, breadth and intensity, are sequentially structured, planned and professionally supervised. Interns receive a minimum of two hours per week of regularly scheduled, face-to-face, individual supervision and minimally, one hour of additional group supervision. Four hours of additional training experiences occur weekly, of which four hours a year must involve structured learning activities on issues related to racial/ethnic bases of behavior with a focus on people of color (Massachusetts Health Service Provider requirement). To integrate the interns' experience, interns attend William James College classes in Advanced Theory, Ethics and Professional Practice, Research, and an Advanced Clinical Seminar on Supervision during their two-year half-time training sequence, as well as other required and elective courses.

William James College is committed to the development of professional psychologists who are knowledgeable about and sensitive to issues of individual differences throughout all ranges of human diversity. Through the internship, we seek to further the trainee's experience with underserved and multi-faceted populations and to develop practitioners who have a sustained capacity and commitment to improve the human condition through the application of carefully developed professional talents. All interns are participants in a training seminar on Professional Practice, Diversity and Difference, which is a two year weekly didactic, small group seminar and case presentation-oriented structured learning activity.

Criteria for Consortium Sites

In order to be approved as a Consortium internship site, the following basic requirements must be met:

1. The Consortium site must demonstrate a philosophy that is consistent with that of the Consortium:
 - half-time integrated model
 - developmental model underlying NCSPP core competencies
 - consortium approach/shared resources
 - practitioner-scholar
2. The Consortium site agrees to have interns participate in weekly Consortium training seminars at William James College. Site supervisors may participate in these Consortium seminars by giving presentations.
3. Consortium sites will send at least one representative (Consortium Coordinator) to quarterly Consortium planning meetings. Site supervisors will attend Consortium wide meetings as needed and will be invited to Supervisor Events.
4. Consortium sites agree to participate in intern application and selection processes.
5. The Consortium site agrees to pay an annual stipend and provide the following benefits to interns:
 - Vacation days equal to two training weeks (i.e. 54 hours)
 - Sick leave accrued at a rate of 4 hours/month
 - 9 holidays
 - Adequate office space
6. The Consortium site agrees to provide training opportunities and experiences that will facilitate interns' accomplishment of the training goals/competency requirements of the Consortium.
7. The Consortium site is approved by the William James College Director of Training/Consortium Director.
8. The Consortium site agrees to designate a site Consortium Coordinator who will complete a Willingness to Participate (WTP) form. The WTP provides data relevant to the training experience. WTPs must be updated annually.

9. The Consortium site agrees to provide a training experience of a minimum of 1,000 hours in no more than 12 months. A minimum of 25% and a maximum of 60% of the intern's time must involve face-to-face direct clinical service.
10. The Consortium site agrees to provide an orientation to the site: a formal introduction to the agency's system of operation - administratively, organizationally, structurally, etc.
11. The Consortium site agrees to provide a minimum of two hours of weekly individual supervision by a licensed psychologist (HSP) and provide a minimum of one hour of weekly group supervision by a licensed mental health professional.
12. The Consortium site agrees to assign a designated primary supervisor, a licensed psychologist who must take responsibility for coordinating and overseeing the intern's training and for being the site's liaison to the Consortium and William James College. Responsibilities include timely completion of an intern's midyear and final evaluations and attendance at the intern's Assessment and Planning Conference.
13. The Consortium site agrees to provide a minimum of two hours of regularly scheduled weekly structured learning activities which are instructive in nature, topical or thematic and not directly service-linked.

In addition, the internship sites must meet all of the requirements for William James College internship approval, APA, APPIC and the Massachusetts Board of Registration in Psychology as outlined below:

1. Training must occur in an organized training program in contrast to on-the-job-training. It must be designed to provide the trainee with a planned, programmed sequence of training experiences.
2. The training program must have a clearly designated staff psychologist who is responsible for the integrity and quality of the training program.
3. The internship agency must have two or more licensed psychologists on staff as supervisors.
4. Supervision must be provided by a staff member of the training agency who carries legal and clinical responsibility for the cases being supervised. At least half of the required supervisory hours must be provided by one or more licensed psychologists.
5. The internship must provide training in a range of assessment and treatment interventions conducted directly with patients seeking health services.
6. The interns must receive at least four hours per year of training related to people of color.
7. The training must be at a post-clerkship, post-practicum, post-externship level
8. The trainee must have a title such as "Intern," or other designation which indicates his/her training status.
9. The internship agency must have a written statement (Willingness to Participate Form) or brochure that describes the goals and content of the internship, that states clear expectations for quantity and quality of trainee's work and that is made available to prospective interns.

Consortium Internship Sites

The sites which presently comprise the William James College Internship Consortium in Clinical Psychology are as follows: Brenner Center, Brigham & Women's Faulkner Hospital, Charles River Community Health, Edward Kennedy Community Health Center, Freedman Center, Harvard Neighborhood Health Center, Human Relations Service, Lynn Community Health Center, North Shore Medical Center, Providence College Personal Counseling Center, Rhode Island College Counseling Center, Rhode Island School of Design, Riverbend Community Mental Health, Roger Williams University Center for Counseling and Student Development, Wediko Children's Services, Wellesley College Stone Center and Youth Opportunities Upheld (YOU Inc.).

The Faulkner Hospital and the Rhode Island College Counseling Center together provide a comprehensive, two-year half-time internship. This internship provides training and supervised experience in both inpatient and outpatient settings providing psychological services. All other Consortium sites provide a two-year half-

time experience where interns receive in-depth, long term supervision and therapy experiences with a variety of clients.

Detailed descriptions of the Consortium sites and their internship experience follow.

Brenner Center for Psychological Assessment and Consultation (Brenner Center)

(27 hours per week; 20 months)

The Brenner Center provides in-depth psychological assessment to people throughout the lifespan to address problems including learning disabilities, emotional difficulties getting in the way of effective learning, and other more serious psychological problems. Services include intellectual, academic, and personality assessments and limited neuropsychological screenings. Consultation to teachers, school systems, mental health providers, and families is also provided. The Brenner Center is staffed by licensed psychologists, postdoctoral Fellows, and pre-doctoral interns. Interns pair two days of assessment work with one clinical day at an affiliated site.

Brigham & Women's Faulkner Hospital

(27 hours per week; 10 months)

Faulkner Hospital, a division of Brigham and Women's Healthcare, is a 150 bed non-profit community teaching hospital located in the Jamaica Plain neighborhood of Boston. Founded in 1900, the hospital has a long history of meeting the healthcare needs of the residents of southwest Boston and the surrounding suburbs. The hospital offers comprehensive medical, surgical and psychiatric care as well as complete emergency, ambulatory and diagnostic services. The hospital's mission is excellence in patient services, provided in a learning environment with dignity, compassion and respect. The service philosophy is to strive to treat each patient in the way staff would like to see a member of their own family treated.

Psychology intern training takes place on a twenty-four bed, adult, locked inpatient psychiatric unit. The orientation of the unit and multi-disciplinary staff is a blend of psychodynamic and cognitive behavioral orientations. In addition to interns from William James College, the unit is a training site for medical students training from Harvard Medical School, the Brigham and Women's Hospital Psychiatry Residency Program, Harvard-Longwood Psychiatry Residency Program, Smith College School for Social Work and several local nursing and occupational therapy programs.

Psychology interns are involved in providing individual psychotherapy, family support, group therapy, psychological testing and case management. Clinical interventions and supervision are primarily cognitive-behavioral in nature with additional clinical interdisciplinary providers that identify as psychodynamic.

Charles River Community Health

(27 hours per week; 20 months)

Charles River Community Health addresses many of the financial, language, cultural, and other barriers to providing the highest quality care to predominantly low income, uninsured, and culturally diverse patients. Charles River provides comprehensive care to children, adolescents, transition age youth and adults using the Patient Centered Medical Home Model. Charles River Community Health provides focused training in issues of diversity and mental health, and primary care behavioral health integration. Intensive training in the application of integrative mental health models to patients from diverse cultural backgrounds will take place through: "Integrative BioPsychoSocial Health" weekly seminars, supervision, working with a very diverse patient population, and collaborating with medical staff from different disciplines and diverse cultural backgrounds. Interns participate in treating a range of conditions including behavioral health and substance use disorders. Supervised psychological testing experience and training is provided by William James College. This site meets the requirements for the William James College Health Psychology concentration and the Latino Mental Health program.

Edward M. Kennedy Community Health Center

(27 hours per week; 20 months)

The Edward Kennedy Community Health Center is an urban health center that is a designated refugee health assessment site. Edward Kennedy is focused on integrating mental health with primary care. Interns are provided training opportunities for individual and family intervention and have direct service opportunities

with all ages. Supervised psychological testing experience and training is provided by William James College. This site meets the William James College requirements for the Health Psychology concentration and the Latino Mental Health program.

The Freedman Center for Child and Family Development

(27 hours per week; 20 months)

The Freedman Center's mission is to connect children and families with appropriate intervention, resources, and each other in order to serve their mental health and wellness needs. The Freedman Center trains interns in the areas of child and family development focusing on normative development and prevention of mental illness. Interns combine training at the Freedman Center with clinical placements at a local public school and a hospital outpatient child psychiatry unit. Supervised psychological testing experience and training is provided by William James College. This site meets the William James College requirements for the CFAR concentration.

Harvard Street Community Health Center

(27 hours per week; 20 months)

Harvard Street Neighborhood Health Center serves as the primary health resource to the community, through the delivery of comprehensive patient-centered medical care. Harvard Street's patient population draws from some of Boston's most frequently chronically underserved communities. 58% of service area residents are Black (African American, Haitian, Central American, and Caribbean), 15% are Hispanic, and 19% are white. 20% of area residents have incomes below the federal poverty line, and 42% have incomes below 200% of the federal poverty line. This site meets the criteria for the William James College Health Psychology, CFAR, and Latino Mental Health concentrations.

Human Relations Service (HRS)

(27 hours per week; 20 months)

HRS is the private, non-profit community mental health agency serving Wellesley, Weston, and Wayland. It was founded in 1948 as the first community mental agency in the nation—not the first treatment facility, but the first institution founded specifically to provide prevention services. The mission today is to treat, reduce, and prevent mental illness and to promote mental health. HRS provide mental health treatment—regardless of ability to pay—to all residents of participating towns, offering high quality care in a warm, informal setting. HRS also provides prevention, consultation, education, college counseling, and employee assistance services, and is the community's safety net when crisis and tragedy strike.

The goal of HRS is to provide an intensive training experience in a variety of psychotherapy approaches, with emphasis on psychodynamic therapy. The population includes children, families, college students, and adults. Interns are provided training in long-term and short-term psychotherapy. Part-time interns will average 8 to 10 direct service hours per week over the course of an internship year. Supervised psychological testing experience and training is provided by William James College.

Lynn Community Health Center

(27 hours per week; 20 months)

Lynn Community Health Center is a private non-profit multi-service licensed clinic for the practice of medicine, mental health, substance abuse services, dental services, and pharmacy. The Health Center is fully accredited by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) for Ambulatory Health Care and Behavioral Health Care. Over 400 staff provide the following services to an active population of over 25,000 patients: Adult & Family Medicine, Adolescent Medicine, Pediatrics, Obstetrics & Gynecology, Dental Services, Geriatric Services, Radiology, and Behavioral Health Care Services, which include psychopharmacology, addiction recovery programs, social services and outreach, HIV/AIDS counseling and testing.

Interns participate in the provision of the behavioral health services for all ages which include: intake and assessment; individual, couple, family, and group psychotherapeutic treatment; consultations to families, schools, and community agencies; and integrated holistic care. The focus of training for the U.S. Health Resources and Services Administration (HRSA) 2016 cohort is on the integration of psychological services in primary care. These internships are supported by a grant from the U.S. Health Resources and Services

Administration (HRSA). Supervised psychological testing experience and training is provided by William James College. This site meets the William James College requirements for the Health Psychology concentration, the Latino Mental Health program, and for some placements, the Concentration in Children and Families of Adversity and Resilience.

North Shore Medical Center

(27 hours per week; 20 months)

North Shore Medical Center serves children and their families in the greater North Shore area. The clinic is comprised of three teams: Preschool (children 5 years, 11 months or younger), Behavioral Medicine (children with a referral issue associated with a medical and/or developmental condition such as migraine headaches, OCD, diabetes, tics, PDD), and General (children from the ages of 5 years, 11 months through 18 with a wide variety of presenting issues). The focus of training is on the integration of psychological services in primary care. These internships are supported by a grant from the U.S. Health Resources and Services Administration (HRSA) and meet the WJC requirements for the Health Psychology concentration.

Providence College Personal Counseling Center

(27 hours per week; 20 months)

Providence College is a private institution of higher education in Rhode Island. The Personal Counseling Center supports the mission of the Providence College Community by contributing to the personal development of undergraduate students. The professional counseling staff provides a program of high quality individual and group counseling services, developmental and preventative programming, as well as, supportive and consultative services for the faculty and administration. Full-time undergraduate students are eligible for all services of the Personal Counseling Center. Part-time undergraduates, School of Continuing Education students and graduate students are eligible for consultation and referral when appropriate.

Interns are provided training opportunities in either a health psychology track or a general college track. The health track focuses on student referrals that are dealing with mental health and health concerns. This site meets the William James College requirements for the Health Psychology concentration. Interns have the opportunity to work closely with the staff of Student Health in collaborating care. Interns in the general track will focus on student referrals that are dealing with behavioral health concerns. All interns will have training in individual counseling, crisis management, parent consultation, staff consultation, referrals and outreach/education for the community on site. Supervised psychological testing experience and training is provided by William James College.

Rhode Island College Counseling Center

(27 hours per week; 10 months)

Rhode Island College is a public comprehensive institution of higher education in Rhode Island. The Counseling Center exists to help students fully develop their intellectual, emotional and social potential, and to alleviate the distress and conflicts which may interfere with that development. The center offers a wide range of services to assist students in their efforts to learn and thrive during a life stage and in an environment of both great opportunity and challenge. Supervised psychological testing experience and training is provided by William James College.

Its main function is individual counseling and short-term psychotherapy for personal, career, and educational problems. In addition, a variety of group workshops and programs, vocational interest and personality testing, crisis intervention, self-help literature and audiotapes, and a stress management laboratory are offered. When problems are beyond the center's resources or competence, the student can be referred to appropriate services in the community. The aim is to help trainees to be not merely eclectic, in the sense of borrowing whatever pleases them from various sources, but to be pluralistic: able to use various techniques from different theoretical schools, so that for any client the trainee understands when and with whom a given method applies. The clinician's work is informed by "medical," psychodynamic, existential, interpersonal, developmental, and relational perspectives.

Rhode Island School of Design (RISD)

(27 hours per week; 20 months)

RISD is a private, not-for-profit, co-educational, four-year art school. Counseling and Psychological Services (CAPS) supports student wellness and the educational mission of the Rhode Island School of Design by providing psychological services to its students and consultation and training to the RISD community. Clients seen at CAPS are representative of the general student population. Clients identify with many religious/spiritual, gender, sexual orientation, ethnic, and national groups. They present with a wide array of concerns, and some have learning differences or other learning/cognitive/physical challenges.

Trainees experience a diverse caseload of clients who present with a wide range of concerns and issues. Culture and diversity are integrated into training on various topics, and individuals with expertise in certain areas provide training, as appropriate. Supervised psychological testing experience and training is provided by William James College.

Riverbend Community Health Center

(27 hours per week; 20 months)

Riverbend is one of ten community mental health centers in New Hampshire each year, Riverbend serves over 7,000 total consumers in a geographical area that encompasses nearly all of Merrimack County. One of Riverbend's service delivery sites is the Children's Intervention Program (ChIP), which provides quality comprehensive, family-centered, and community based mental health services to children and families. ChIP serves approximately 900 current clients, whose families represent a wide range of socioeconomic positions and receive care without regard for their ability to pay. This includes clients with the most profound needs that can effectively and appropriately be served through an intensive outpatient model. ChIP serves children and adolescents under the age of 18, with severe emotional disturbances (SED), who rely heavily on services funded by Medicaid.

The goal of internship training is to prepare interns to provide effective psychotherapeutic intervention and assessment as psychologists in community settings emphasizing the treatment of individuals with more severe disturbances in their functioning and families challenged by complex multi-systemic problems; equip interns to function in complex systems of care in the role of psychologist as members of multidisciplinary teams and who are able to perform the various roles required of psychologists, including supervisor and consultant; prepare interns who possess an understanding of and commitment to ethical practice, self-awareness, and practice that is sensitive to individual and cultural differences; prepare interns to be evaluators of individuals, families, and systems; and to prepare doctoral interns utilizing a practitioner-scholar model to be consumers of research, to value reflective and critical thinking, and to realize the importance of empirically supported treatments. There are two rotation options: Young Child/ASD and Adolescent DBT.

Roger Williams University Center for Counseling and Student Development

(27 hours per week; 20 months)

The Center for Counseling and Student Development is a university based department which is responsible for providing comprehensive psychological services to all full-time undergraduate students at Roger Williams University. Services offered include individual, couples and group psychotherapy, crisis intervention, consultation, psychological assessment and psycho educational workshops to the campus community. In addition, the Center provides consultation and referral services to part-time students, faculty, staff and administrators. Clients of the Center are typically between the ages of 18 and 25 with problems ranging from preexisting psychiatric conditions to developmental issues related to separation and individuation.

The staff consists of a licensed clinical nurse specialist, a licensed social worker, three licensed psychologists and two post-doctoral fellows. Their orientation and interests are quite varied with an inclination toward developmental and psychodynamic perspectives. Training can be provided in individual, couple or group psychotherapy. Despite the growing trend toward brief focused treatment, an awareness and sensitivity toward transference and counter-transference issues will be an integral part of the supervision. The student will be offered an opportunity to be a co-leader of a therapy group, or develop a group of their own interest. There is also a didactic seminar, group supervision, and a case conference meeting each week

for the students. Supervised psychological testing experience and training is provided by William James College.

Wediko Children's Services

(27 hours per week; 20 months)

Wediko Children's Services has provided behavioral health services for children, adolescents and families since 1934, originally as a therapeutic summer program in New Hampshire. Presently Wediko maintains both a summer residential and year-round residential school and treatment program, as well as a Boston school-based program to over 25 schools. The primary goal of the school-based program is to support and enhance the capacity of public schools to serve children with complicated psychiatric histories, unique learning needs and challenging behavior. The population serviced by Wediko is both racially and ethnically diverse as well as socio-economically disadvantaged. Interns provide comprehensive school-based services as well as family therapy. The internship is designed to prepare interns for psychological assessment and intervention with children and families as well as effective collaboration with schools and other social service agencies. This site meets the William James College requirements for the CFAR concentration and the Latino Mental Health program.

Wellesley College Counseling Center

(27 hours per week; 20 months)

Wellesley College is a private, independent, non-profit Liberal Arts undergraduate school that awards a Bachelor of Arts degree. It was founded in 1870 and is accredited by the New England Association of Schools and Colleges. The College is located about 12 miles from downtown Boston on a beautiful 500 acre campus. The mission of the College is to provide an excellent liberal arts education for women who will make a difference in the world.

The Stone Center Counseling Service fosters student's psychological resiliency and capacity to change. We support students by working collaboratively and relationally, being mindful of their diverse needs and backgrounds, encouraging self-reflection and self-acceptance. We offer students a continuum of counseling services that promote wellness, balance, acceptance of self, and connection to others. We provide an array of developmental and mental health services and build partnerships to raise awareness and educate about emotional well-being.

We train and supervise graduate students in the field of college mental health. We take a multidisciplinary, feminist approach, informed by the Relational Cultural Theory as well as other theories and techniques. Interns carry a case load of approximately 15 clients at any given time, and typically see about 35 clients over the course of the academic year. They gain expertise in providing time-limited psychotherapy, co-leading groups and workshops, and are allowed to see a few students for the duration of the academic year, thus honing their long-term therapy skills. There are also many opportunities to consult with higher education professionals on campus as we work in close collaboration with many other departments and offices. Supervised psychological testing experience and training is provided by William James College.

Youth Opportunities Upheld, Inc. (Y.O.U. Inc.)

(27 hours per week; 20 months)

Y.O.U., Inc. is a private, non-profit child welfare and behavioral health organization serving troubled and at-risk children, adolescents and families in the Worcester county area. The organization offers a comprehensive array of educational, vocational, therapeutic and residential programs. The population serviced has a significant degree of diversity, including lower or middle income families with the majority having some history of trauma.

This track will involve the first year of internship at Cottage Hill (inpatient) combined with Family Therapy training in Worcester. The second year of internship will be at You, Inc. in the Worcester outpatient clinic.

Y.O.U., Inc.'s Cottage Hill Academy is an inpatient facility nestled in the rural confines of North Central Massachusetts, comprised of three distinct cottages, a special education school, and our adventure challenge program. One of the cottages houses a long-term program for girls with chronic mental health, trauma and

behavioral issues, and the other two are co-ed cottages for our acute ICBAT and CBAT programs; one for adolescents, ages 13-18, and one for children, ages 0-12.

The centerpiece of the training in the second year is the Intern Training Institute at the Worcester Counseling and Assessment Center, which entails a variety of didactic training topics, and live family therapy. This is offered to interns during their outpatient training year.

Training Staff (2017-2018)

Core Training Supervisors:

1. Christopher AhnAllen, Ph.D.
2. Christopher Bailey, Ph.D.
3. Kelly Casey, Ph.D.
4. Elizabeth Cheyne, Psy.D.
5. Robin Cook-Nobles, Ph.D.
6. Laurie Costigan, Psy.D.
7. Lauren Derienzo, Ph.D.
8. Kevin Donnelly, Ph.D.
9. Randi S. Dorn, Ed.D., ABPP
10. Evan Graber, Ph.D.
11. Lionel Joseph, Psy.D.
12. Stacey Lambert, Psy.D.
13. Caroline Miller, Psy.D.
14. Tracey Mohr, Psy.D.
15. Rosemary Mugan, Psy.D.
16. Daphne Papadopoulos, Psy.D.
17. Rachel Paster, Psy.D.
18. Chantelle Pseekos, Ph.D.
19. Paige Shaw, Psy.D.
20. Amy Stultz, Psy.D.
21. Shauna Summers, Ph.D.
22. Judy Solman, Psy.D.
23. Susan Taylor, Psy.D.
24. Nadja Reilly, Ph.D.
25. Angela Wilbur, Psy.D.
26. Amanda Zurick, Psy.D.

Program Structure

The intern experience is designed to provide a two-year training sequence that provides a comprehensive experience to develop areas of specialty and interest, building on generalist training preceding the internship. The primary training method is experiential. Interns are mentored in developing a professional self and acquiring professional skills, learning via didactic seminars, role-modeling, audio-taping, observational learning, and supervisory experiences. William James College faculty as well as internship staff supervisors afford interns the opportunity to be surrounded by practicing psychologists. Interns observe supervisors and other professionals presenting cases for discussion, as co-therapists, and as group leaders/facilitators. They can observe supervisors working with patients/clients, conducting intake assessments, providing consultation to other health professionals, as well as utilizing other therapeutic interventions.

The Internship Consortium Training program is directed by the Consortium Director who organizes the training activities and resources. The two-year training sequence is comprised of seminars held on a weekly basis at William James College, led by the William James College faculty and Consortium supervisors. The Professional Practice, Diversity and Difference Seminar covering topics such as diversity and difference, ethics, professional practice, licensing, post-doc training, self-care, evidence-based practice, etc. meets weekly for two years and provides time for professional socialization among interns. Additionally, training includes several year-long weekly didactic/experiential/observational seminars at each of the internship sites.

The two-year internship training experience is coordinated utilizing an Assessment and Planning (A&P) conference. The intern's academic advisor chairs this conference. The Consortium Coordinator and/or primary supervisors from both internship sites (present and future) are in attendance. The intern and a selected peer also attend this conference. During this conference, goals are developed for the intern's forthcoming internship year and competencies assessed from the previous year of experience and training. After the first internship year, interns should achieve a rating of 3 or higher in all competency areas. At the end of the internship, interns should have achieved 4 or higher on their ratings. A certificate of completion is awarded at the end of the 2000 hour internship.

Sites complete a Willingness to Participate form (WTP). Interns are expected to experience substantial breadth and depth of training and diversity of service activities during the two years of consecutive half-time internship. A well-coordinated, planned, structured sequence of supervised training characterizes the two-year half-time internship.

Training Philosophy

The philosophy of the William James College Internship Consortium in Clinical Psychology embodies four major components: the half-time internship integrating didactic learning and field-based experiences, the developmental model underlying the NCSPP core competencies, the consortium structure, and the practitioner-scholar model.

The William James College Internship Consortium in Clinical Psychology represents an essential, compatible component of the training philosophy and mission of the William James College to which it is exclusively affiliated. This model of training adheres to a philosophy that develops professional competency through an active integration of didactic and applied experience. The William James College Internship Consortium's foundation pairs rigorous academic instruction with substantial clinical experience simultaneously, integrating the two in both classroom seminars and field-based supervision. The value of bringing classroom learning to the field training site and staff is equaled by the importance of bringing "live" clinical material from the field experience into the classroom. Both are the richer as a result of the cross-fertilization.

Two year half-time internship training is necessary to accomplish this goal and is a unique and important asset of this model. Thus, the half-time structure of the William James College Internship Consortium

supports the core of William James College's training philosophy. William James College is committed to the development of professional psychologists who are knowledgeable about and sensitive to issues of individual differences throughout all ranges of human diversity. Through the Internship Consortium we seek to further the trainee's experience with underserved and multi-faceted populations and to develop practitioners who have a sustained capacity and commitment to improve the human condition through the application of carefully developed professional talents.

The William James College model of integrated half-time internships necessitates that William James College interns train in local sites that are closely affiliated with the school. The consortium model allows sites to pool financial, as well as, administrative and educational resources. With the organization and economic support available through the William James College Consortium, some sites with large underserved populations, which might not have had the resources independently, are able to train future health professionals.

The consortium structure is another important philosophical component underlying the internship and the school. This structure allows for the availability of varied experience with patient populations and treatment modalities, in diverse communities and service systems while maintaining a community of structure and work-related involvement for trainees. Importantly, the consortium model facilitates the sharing of resources, enhancing the training opportunities for interns and making possible training opportunities at sites that may not have the resources alone to support internship training.

Staff psychologists from a variety of theoretical orientations, utilizing various treatment modalities, to provide supervision and are involved in training seminars and clinical case conferences. Interns participate in site-specific relevant institutional activities as valued psychologists-in-training. Training is enhanced by the coordination and integration of educational classes at William James College utilizing direct observation (case presentation; audiotape), as well as on-site observations by field supervisors via co-therapy or taping.

Another important philosophical component that is part of the William James College educational model that is supported by the William James College Internship Consortium for Clinical Psychology is the practitioner-scholar model, described by Peterson et.al. 1997. This model, which underlies the philosophy of William James College and the Internship Consortium, emphasizes the integration of practice with scientific inquiry. Student interns are trained to be good consumers of research, to value reflective and critical thinking, and to realize the importance of empirically supported treatments. The Consortium sites promote this in their training seminars and supervision, and site supervisors often serve as discussants on intern's doctoral projects. The Professional Practice Seminar supports this model by including a presentation on evidence-based treatment and serves as a forum for interns to present their doctoral research projects.

Training Goals

The exclusively affiliated William James College Internship Consortium in Clinical Psychology has been designed to provide a comprehensive training experience which assures the development of knowledge, skills and attitudes across the basic areas of Professional Psychology. Formal training in the areas of assessment, treatment, consultation, applied clinical research, supervision, administration and culturally competent practice with diverse populations comprise the core of the internship experience. Interns participate in a full range of professional activities at the internship sites, consistent with the individual intern's level of development and learning.

The William James College Internship Consortium training is consistent with the National Colleges and Schools of Professional Psychology (NCSPP) model. The internship is based on this competency model of training. The goal of the internship is to intensify and expand the interns' development in these areas. This occurs by offering increasingly more challenging experiences as well as a higher level of responsibility as the intern matures professionally.

The William James College Internship Consortium, committed to high quality training in professional psychology, is designed to facilitate the accomplishment of the following eight internship training goals.

Goals and Objectives

I. Development of Psychological Testing/Diagnostic Assessment Skills

- The intern will be able to gather appropriate history and background information on clients and make appropriate diagnostic formulations.
- The intern will be able to recommend the appropriate treatment, testing and/or referral.
- The intern proficiently chooses, administers, and interprets commonly used tests in his/her area of practice.
- The intern writes a well-organized psychological report, answering the referral question clearly and providing the referral source with specific recommendations for patient care.

II. Development of Psychotherapeutic Intervention Skills

- The intern will be able to establish and maintain an appropriate therapeutic relationship with clients.
- The intern will be able to conceptualize client's problems in a theoretical framework and have awareness of different theoretical models and the rationale for choosing each.
- The intern will be able to select and implement appropriate empirically validated therapeutic techniques.

III. Establishment of Appropriate Professional Relationships/Development of Professional Identity

- The intern will be prepared for supervision, and possess the ability to accept and utilize feedback from supervisors.
- The intern will demonstrate professional demeanor/attitude and behavior.

IV. Culturally Competent Work with Diverse Populations

- The intern will possess the knowledge, skills, and attitudes to provide culturally competent psychological services.

V. Ethical Standards of Practice

- The intern will have the ability to determine which ethical standards to apply in particular situations and adhere to those standards.
- The intern will demonstrate an understanding of relevant state and local laws, their interaction with the APA Ethics Code and their application to professional practice.

VI. Development of Consultation, Education, Program Development and Evaluation Skills

- The intern will demonstrate knowledge, skills and attitudes appropriate for consultation.
- The intern will develop knowledge, skills and attitudes for effective psycho educational service delivery.
- The intern will become familiar with common methods of program development and evaluation and how those are applied at the training site.

VII. Development of Applied Research Skills

- The intern will incorporate research/professional literature with clinical practice.

VIII. Development of Supervision Skills

- The intern will effectively establish a supervisory relationship and show an ability to give constructive feedback to a supervisee.

Competencies

Relationship competency may be achieved through the initial internship search (i.e., the interviewing process itself), as well as through peer relationships with other interns, supervisory and professional relationships with staff and client contact.

Assessment competency is furthered by the administration of psychological tests and report writing, as well

as diagnostic interviewing and client and program evaluation.

Intervention competency is addressed in the variety and diversity of clients seen, as well as the variety of treatment approaches and modalities of treatment utilized. Psychotherapy is conducted at all internship sites and many involve individual, group, couple or family therapy and may be brief or longer term. Crisis intervention is often part of internship experiences, either formally as part of the service responsibilities or informally as they occur during ongoing therapy.

Consultation and Education competency is addressed during internships through supervised clinical consultations to schools, parents, court systems, primary care physicians, other mental health professionals, faculty and the like, depending on the site. Also, psycho-educational opportunities are available through group interventions. Interns complete a site-specific program evaluation activity which they present to internship staff as well.

Supervision and Management competency is met as interns consult weekly with assigned practicum interns on a one-to-one basis. This supervisory experience is discussed in an advanced clinical supervision seminar with other supervising interns and led by a William James College faculty member.

Research and Evaluation competency is viewed through clinical case presentations given by the intern in their interdisciplinary clinical setting, as well as through traditional research, doctoral projects, and program evaluation opportunities.

Ethics competency is demonstrated by the application of the current Ethical Principles of Psychologists and the Code of Conduct of APA in the analysis of ethically problematic situations addressed in the internship site in supervision and trainings and in the Consortium Professional Practice seminar.

Diversity competency is demonstrated by an awareness and practice according to the APA Multicultural Guidelines and in so doing, promoting multicultural skills and competencies in practice. Weekly Consortium Seminar facilitates personal and professional awareness.

Exit Criteria

1. Interns must complete a minimum of 2,000 hours (not including vacation time) in no more than 24 months.
2. Interns must receive a competency rating of 3 (Developing Proficiency) or higher for each goal area on the internship evaluation form at the end of year one. At the end of the internship (year 2), interns must achieve a rating of 4 (Intermediate Proficiency) or higher on all goals and objectives.
3. Interns must complete all site-related paperwork including clinical notes (intake, progress notes, treatment plans, and termination summaries) and psychological testing reports, as well as two Consortium Internship Site Evaluation Forms, Consortium Seminar Evaluations, the Post-Internship Survey and all Time2Track data.
4. Interns must successfully address any grievance process and/or remediation plan.
5. Interns must complete 6 testing batteries and write 6 integrated test reports.
6. Interns must complete one Program Evaluation project.

SELECTION CRITERIA & PROCEDURES for 2018-2020

Consortium interns are selected based on review of their academic record, clinical experience, letters of recommendation and a revised AAPI. During the selection process, the William James College Director of Training/Consortium Director will verify the intern candidate's readiness for internship.

When a candidate has been accepted and receives a formal internship offer, the Consortium Director will submit written notification to William James College Field Education office. This notice will list all accepted internship consortium candidates and their designated site.

Preference is given to applicants with a strong interest and commitment to developing multi-cultural competency.

The Consortium application information is available on the internet at www.williamjames.edu/consortium and incorporates revisions.

Selection Criteria

1. *Academic Record*

Students must have successfully completed foundation courses in: **theory** (FX515, PT700, HU520, BX500), **clinical** (PY 521;PY522), **assessment** (PA601, PA602, Specialized elective in Projective measures), and **research** (RS525, RS535) **prior to the beginning of the internship**; received field supervisors' evaluations indicating successful progress and competency as a practicum student; received an overall Assessment and Planning Conference evaluation indicating that the student has met expected standards academically and clinically successfully; must successfully complete the WJC Competency Exam prior to the beginning of internship as well.

2. *Clinical Experience*

Student applicants must have successfully completed two years of practicum experience (CS600, CS605, CS700, CS705, FP630, FP635, FP750, FP755) and one year of Advanced Practicum (CS800, CS805, FP830, FP835) prior to the beginning of the internship. It is preferred that students have some hours in a relevant setting or with a population similar to that of the Consortium site.

Students applying to the Consortium must have experience with the administration and scoring of cognitive, personality and projective tests.

3. *Scholarly Requirement*

Consistent with the practitioner-scholar model, student interns will be expected to simultaneously be enrolled in the William James College Doctoral Project Seminar (PR800, PR801, PR901, PR904) and Advanced Clinical Seminar IV (CS 900, CS905) while in the first or second year of half-time internship.

Evidence of professional, organized, and articulate writing skills is preferred.

4. *Diversity/Multicultural Interest/Experience*

Preference will be given to applicants with a strong interest and commitment to developing multi-cultural competency. Spanish fluency and proficiency is a plus for intern applicants for the Lynn Community Health Center, Harvard Street Neighborhood Health Center, Edward M. Kennedy Community Health Center, Charles River Community Health and Wediko Children's Services. Students with awareness and sensitivity to their own cultural issues preferred.

5. *Site Match*
Intern applicants with evidence of an interest in training and a desire to work in the particular setting or with a similar population as fitting the Consortium track to which one applies are preferred. This can be shown by coursework choices, doctoral project area, and field placements. Previous related experience is preferred by Consortium internship sites.
6. *Letters of Recommendation*
Interns who are highly recommended, without reservation, in three letters of recommendation from a combination of both academic instructors and clinical supervisors are preferred.
7. *Personal Qualities*
Interns who are team players with a professional demeanor are preferred. Flexibility and an openness to learn are desired.
8. *Citizen Requirements*
Interns must be a United States Citizen or have a valid green card for the duration of their placement at sites funded by federal grants.

Application Procedures for 2018-2020 Internship

Interested students are asked to submit application materials to the internship site Consortium Coordinators and to the William James College Consortium Director.

Application materials are due on December 11, 2017 and should include the following:

1. A detailed cover letter providing information addressing how the site specifically is a good match to your previous experience and future career aspirations. Candidates should send individualized cover letters to each training track for which you would like to be considered. Please provide information answering the following question:

“How do you envision this Consortium site will meet your training goals and interests?” Please address site-specific issues and training opportunities.
2. Current resume/CV
3. Three (3) PDF letters of recommendation from persons with direct knowledge of your academic performance and supervised field experience and/or related work experience. NOTE: Two letters should be from clinical supervisors and one from a William James College faculty member.
4. William James College transcript (unofficial copy is acceptable).
5. **500 Word Autobiographical Essay.** There is no “correct” format for this question. Answer the question as if someone had asked you “**Tell me something about yourself.**” It is entirely up to you to decide what information you wish to provide.
6. **500 word description of your theoretical orientation.** Discuss how this influences your approach to case conceptualization and intervention. You may use de-identified case material to illustrate your points if you wish.
7. **500 word description of your experience and training in work with diverse populations.** Your discussion should display explicitly the manner in which multicultural/diversity issues influence your clinical practice and case conceptualization.
8. **500 word description of your research experience and interests.**

9. Individual sample assessment report with de-identified client information which can be from class or a clinical setting.

All applicants will be notified by January 2, 2018 if they will be interviewed.

Consortium interns must commit to the two (2) year training track.

The selection committee consists of senior staff at each site. Interview times, format, and questions will be determined by each site. Candidates are encouraged to talk with current interns about their training experiences on an “off the record” basis. Candidates can review previous intern site evaluation forms on MyCampus and in the William James College Field Education Office. Current interns will not be part of the selection committee and will have no selection authority. The Consortium Director will not interview or rank any candidates.

The Consortium Coordinators from each internship track will inform the William James College Consortium Director of their selections.

The internship begins with a mandatory Consortium Internship Orientation (held in mid-August). Depending on the track, on-site training at sites begins in mid-August or early September.

The William James College Internship Consortium adheres to affirmative action policies. People with diverse backgrounds are encouraged to apply.

Compensation and Benefits

Compensation and benefits are published on a yearly basis and are consistent across all sites.

The Consortium Internship stipend is \$20,000 for the two year part-time internship.

Each intern carries the formal title of “Intern”. The part-time internship position is 27 hours per week.

Interns will receive the following benefits listed below for each of the two training years:

1. Vacation time: Interns receive vacation days equivalent to 2 training weeks annually (54 hours). The Consortium Coordinator must be notified in advance and vacation time approved. Interns are to follow site-specific administrative procedures in requesting this time away from the site.
2. Sick leave: Sick leave is accrued at the rate of 4 hours per month, resulting in 5 days during a training year. Sick leave may be used as it is accrued. Site-specific policies and procedures must be followed administratively. Interns may not use sick leave in lieu of vacation time.
3. Holidays: Interns have 10 holidays annually: Labor Day, Thanksgiving (2 days), Christmas (3 days), New Year’s Day, Martin Luther King Jr. Day and Memorial Day and July 4th, if applicable.
4. Facilities; Interns have professional office space furnished in a typical manner with desks, chairs, and telephone. Administrative/secretarial support services and office supplies are available as needed. Interns have access to computers and the internet at sites and/or at William James College.

The William James College library, under the guidance of a full time professional librarian, a full time library assistant, and part-time student staffing, maintains a carefully selected core collection of approximately 20,000 titles (4,000 print and the remainder electronic), several thousand journals (available online), several hundred hours of video (on disk and online), assessment kits, scoring software, and access to student-generated research projects. The library also provides access to course readings. Increasing access to

electronic databases, interlibrary loan, collaborative relationship with other libraries, and instruction in research strategies support the curriculum, faculty scholarship, and doctoral research.

The library maintains an extensive library of psychological tests (Appendix M) ranging from paper and pencil inventories to full batteries to assess cognitive, academic, personality, vocational, and neuropsychological functioning. The tests, and the associated forms, are available for classroom instruction and student use to complete assignments. The library also provides scoring materials for each test. The test library is updated as new instruments and revisions of older instruments are published. The library also offers online testing for some personality, vocational, organizational, and leadership development measures. Students are allowed to check out testing equipment for use as part of their class assignments and field placement activities. In addition to the tests maintained in the library collection, the library provides guidance for students in researching possible tests for use in their doctoral projects.

Additional consortium test kits, computers, scoring materials and manuals are available from the Consortium Assessment Coordinator.

Housing and Recreation Information

All William James College interns are already living in the Greater Boston/New England area as they are in both classroom and half-time internships simultaneously. Some have specifically chosen this training model in order to stay in their community with their family. Boston is a culturally rich city offering entertainment in most venues—theatre, sports, music and art. The William James College administration and the William James College Student Coordinating Committee host various social and recreational events for interns as well.

Communication with Academic Program

Prior to beginning the internship, the Consortium Coordinator will attend the intern's Assessment and Planning Conference at William James College. At this meeting, individualized intern training goals for the forthcoming training year will be determined. Interns will complete a Field Placement Contract in collaboration with the Consortium Director, their academic advisor and the internship Consortium Coordinator. This contract outlines the formal parameters of the training requirements and responsibilities, including procedures for intern evaluation.

In addition to written evaluations during the training year (Intern Evaluation), the Consortium Director consults with the primary supervisor in the fall, to assess whether the intern is at the anticipated level of performance at that time. Additionally, informal telephone and e-mail contact may be initiated as needed by the Consortium Director, Consortium Coordinators or internship site supervisors and the academic program advisors. If interns experience problems with the training program, they are expected to speak directly to their internship site supervisor(s) and/or site Consortium Coordinator and/ or the William James College Consortium Director.

At the end of the training year, in addition to the Intern Evaluation, site supervisors are required to attend the intern's William James College Assessment and Planning Conference. At this time, they are asked to outline the intern's progress, any site concerns, and recommend future training goals. These are recorded in writing by the academic advisor who chairs this planning meeting.

Multiple Role Relationship Guidelines

Faculty members who also serve as Consortium Internship staff are clear about the potential for complicating dual relationships. The William James College Dean of Students, the Chair of the Psy.D. Program, as well as the Consortium Director are available for consultation and intervention if a situation warrants to handle a possible dual relationship issue. Interns do have options as to which faculty instructors and to which internships they choose to apply.

TRAINING AND SUPERVISION

Half-time interns receive a minimum of two hours per week of regularly scheduled, face-to-face individual supervision from a licensed psychologist and 1 hour of group supervision from a licensed mental health professional. Interns are matched with individual supervisors at the beginning of the training year based on site and specialty areas.

Interns provide 1 hour per week of supervision to practicum students during the second year of their half-time internship.

Orientation

The Consortium Director will meet with the interns for a Consortium orientation no later than the first week of each training year. Orientation will include a thorough review of the Consortium Handbook.

Internship sites are required to have a procedure for intern orientation. Sites are responsible for conducting orientation for interns within the first two weeks of the training year.

Training Seminars

A minimum of four hours of scheduled training experiences occur weekly. Two of these hours are spent in a William James College Consortium seminar led by William James College faculty. A seminar in Professional Practice, Diversity and Difference is held weekly at William James College. Additionally, weekly seminars in Intervention and Assessment with site-specific populations are held at each of the individual internship sites. These trainings may include case conferences, didactic seminars, in-service education, grand rounds and/or specialized additional supervision.

Structure and content of the Consortium Seminar opportunity is described below.

Professional Practice, Diversity and Difference Seminar meets at William James College for 2 hours per week for two years and is led by Dr. Lionel S. Joseph, Dr. Angela Wilbur, Dr. Kevin Donnelly, Dr. Amanda Zurick, and Dr. Evan Graber. (William James College Faculty). The purpose of this seminar is to provide interns with relevant knowledge about the role of individual diversity in psychological phenomena and professional practice and to increase awareness of personal and professional practices pertaining to diversity. Using a case presentation approach, didactic and experiential information will be presented and discussed with professionals with various expertise to increase interns' competency in treating diverse clients. Included in this seminar are periodic intern meetings with the William James College Consortium Director. Topics covered include: ethics, empirically validated therapies, licensure overview, post-doctoral training, job search strategies, as well as topics of special clinical interest such as geriatrics and folk healing methods. In their second year on internship, interns present their doctoral project research as well.

The Consortium Seminar divides first and second year interns with a differing syllabus for each internship year. Interns meet for two years weekly in small groups which alternate with larger group presentations.

Intervention and Assessment Seminars are held at internship sites for two hours every week and include training on site-specific clinical assessment and interventions and aspects of psychological testing. Specific populations and disorders are covered. These seminars vary by site.

Weekly Schedule of Intern Activities (Sample)

| Weekly Schedule of Intern Activities (Sample) | Hours/Week |
|--|------------|
| Individual supervision | 2 |
| Group supervision | 1 |
| Consortium Professional Practice, Diversity and Difference Seminar | 2 |
| On-Site Internship Seminars and Case Consultations | 2 |
| Direct Service (face-to-face) (Intervention & Assessment) | 7-13 |
| Staff Meeting-Charting-Case Notes etc.; | 6-10 |
| Program Evaluation | |
| Total Average Hours: | 27 |

Research

The practitioner-scholar model is greatly valued by the Consortium. Interns are encouraged and supported in their research efforts. Interns may participate in ongoing applied research projects conducted at their Consortium site and participate in supervisory and training discussions incorporating evidence based treatment. Interns are also required to attend at least three doctoral colloquia. Attendance and presentations at local and national conferences are encouraged.

Administrative Duties

Consortium interns are required to meet professional obligations in a timely and responsible manner. Paperwork related to client clinical work, such as progress notes, intake evaluations, termination summaries, psychological test reports, etc., as well as, clerical tasks related to the internship, such as Time2Track, must be kept current.

Interns are required to attend and participate in on-site training seminars, as well as, Consortium seminars held at William James College.

Interns may have other administrative duties described in on-site internship manuals.

Evaluation

The two year half-time internship training experience is coordinated utilizing an Assessment and Planning conference which is held between the first and second training years. The intern's academic advisor chairs this conference which is attended by the intern, the Consortium Coordinators and/or primary site supervisors from both the previous and forthcoming field sites. The intern and a selected peer also attend this conference which is held at both the beginning and the end of the first year of internship, prior to beginning the training year. During the conference, goals are developed for the intern's forthcoming internship year. Consistent with the William James College philosophy of linking course work and field training, each year of internship has a designated faculty member to integrate the two experiences. The advisor and instructors of the Advanced Clinical Seminar: Theory and Practice of Supervision course serve in this capacity.

The William James College Consortium evaluates the interns and sites in numerous, ongoing ways to ensure that training goals and objectives are being accomplished and that the Consortium resources and processes are adequate.

In the fall of each internship year the primary supervisor informs the Consortium Director if the intern is at the anticipated level of performance at that time, along many dimensions (e.g., use of supervision, quality and quantity of service delivery, professional relationships and behavior) as well as if progress is being made toward goals specified on the intern's Field Placement Contract. If there are concerns/questions raised, consultations will occur between the necessary parties (the intern, primary supervisor, Consortium Director, faculty advisor). These consultations may be by phone or in a site visit.

At the end of the first half of the internship year(s), primary supervisors complete a Mid-Year Intern Evaluation Form assessing the interns' performance to date. This evaluation is first shared with the intern and then is submitted to the Consortium Office for dissemination to the Consortium Director and the intern's academic advisor. If problems are evident, a consultation will ensue. If necessary, an intermediate Assessment and Planning Conference will be held and a written remediation plan devised.

The primary supervisor submits a Final Intern Evaluation Form at the end of each training year.

The Assessment and Planning conference is the final evaluative experience of each training year. The intern's performance, both in the field and in the classroom, is discussed in an integrative manner. A critical review occurs determining if goals and objectives were met during the past internship experience and whether competency at the pre-doctoral internship level was attained. New individualized goals and objectives are then constructed for the second half-time internship year or for future post-doctoral experience. The primary supervisor for the upcoming training year, if applicable, signs the Field Placement Contract, which documents these goals to indicate agreement, as does the intern and faculty advisor.

To evaluate the quality and effectiveness of internship sites, the intern and the Consortium Director are involved. Twice during each internship year, interns are required to complete a Site Evaluation Form documenting the quality of supervision and training, the adequacy of the site's physical resources, and the quality and quantity of opportunities to provide service delivery. These forms are reviewed by the Consortium Director and if areas of concern are noted, these will be discussed with the internship site's Consortium Coordinator and/or primary supervisor. Plans for improvement or modification are devised and implemented. Annually, interns also complete an evaluation of the Professional Practice, Diversity and Difference Seminar. Alumna are asked to also complete a Post-Internship Survey.

In addition to site visits generated out of concern, the William James College Office of Field Education makes routine site visits on an annual basis.

ETHICS, DUE PROCESS AND GRIEVANCE PROCEDURES

Ethical Standards

Consortium interns are expected to abide by the William James College Guidelines on Professional Behavior which espouse the expectation that students/interns will sustain an overall attitude of receptivity to all sources of personal and professional learning during the course of professional training. This academic policy includes an overall knowledge, appreciation and acceptance of the ethical standards and guidelines for the practice of psychology.

The William James College Consortium expects all internship site staff members to be familiar with the APA Ethical Principles of Psychologists and Code of Conduct, relevant professional state guidelines and Federal Statutes, including HIPAA, which apply to the practice of applied clinical psychology. The internship site staff will assist interns learn about ethical considerations and dilemmas related to their clients, in both individual and group supervision. In addition, understanding is deepened as a result of the William James College Ethics, Standards and Professional Practice course which focuses on ethics cases and their application to clinical practice.

Interns are expected to review legal and ethical statements with clients during intake sessions (such as those related to confidentiality and informed consent), provide appropriate disclosure statements and conduct themselves in an ethical manner at all times.

Interns are expected to be knowledgeable of the following codes of ethics and professional guidelines:

APA Ethical Principles and Code of Conduct (2002) <http://www.apa.org/ethics/code2002.html>
APA Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations

<http://www.apa.org/pi/oema/guide.html>

Massachusetts Board of Registration Regulations for Health Service Providers

<http://ma.bor>

Massachusetts Mental Health Law

Tarasoff versus Regents of University of California: Psychotherapist's obligation of confidentiality versus the duty to warn. 13 C. 3d 177, 529 P.2d 533, 118 Cal. Rptr. 129 (1974) <http://ncbi.nlm.nih.gov>

HIPAA (Health Insurance Privacy and Portability Act)

The Internship Consortium adheres to the APA Ethical Standards as well as the relevant professional psychology licensing laws.

Policy on Social Media and Answering Machines

Interns who use social media (e.g. Facebook) and other forms of electronic communication should be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. As such, interns should make every effort to minimize material that may be deemed inappropriate for a psychologist in training. To this end, interns should set all security settings to “private” and should avoid posting information/photos or using any language that could jeopardize their professional image. Interns should consider limiting the amount of personal information posted on these sites, and should never include clients as part of their social network, or include any information that might lead to the identification of a client, or compromise client confidentiality in any way. Greetings on voicemail services and answering machines used for professional purposes should also be thoughtfully constructed. Interns are reminded that, if they identify themselves as an intern in the program, the Consortium has interest in how they are portrayed. If interns report doing or are depicted on a website or in an email as doing something unethical or illegal, then that information may be used by the Consortium to determine probation or even retention. As a preventative measure, the Consortium advises that interns approach social media carefully. In addition, the American Psychological Association’s Social/Media/Forum Policy may be consulted for guidance:

<http://www.apa.org/about/social-media-policy.aspx>.

(Note: this policy is based in part on the policies developed by the University of Albany, Michael Roberts at the University of Kansas, Elizabeth Klonoff at San Diego State University, and Jenny Cornish at Denver University).

Due Process

As specified in the William James College Policy and Procedure Manual, it is the responsibility of the intern to report to the Consortium Director and his/her academic advisor any problems arising in the internship, including individual or personnel difficulties, as well as difficulties with changes in site structure or contracts. It is in everyone’s best interest that such problems are dealt with early in the process. The Consortium Director will consult and investigate the problems identified by the intern related to the internship site. If circumstances at an internship site change appreciably and internship requirements cannot be fulfilled, the intern may request that the Consortium Director change their training site. The Consortium Director will address the issues directly with the site and make a determination regarding removal of an intern and/or termination of the site as a viable consortium member.

During the course of an internship, site supervisors and/or training staff may indicate in written evaluations and/or verbal communication, that an intern’s performance is inadequate or problematic. William James College interns are expected to sustain an overall attitude of receptivity to all sources of personal and professional learning during the course of professional training. These attitudes and attributes include, but are not limited to those that are enumerated in the William James College Policy and Procedure Manual. Likewise, an intern might indicate that a consortium supervisor or staff member demonstrates problematic behavior.

In either case, these complaints will be taken seriously and responded to promptly. Interns and staff are required to inform the Consortium Director of their concerns. They will be instructed to first independently attempt to discuss the issue(s) directly with the person(s) with whom they take issue. It is hoped that the parties will work to resolve the issue in a manner satisfactory to both.

The following grievance procedures exist to aid in problem resolution if a satisfactory outcome cannot be derived in the manner described above.

Procedures which can be initiated by an intern:

Interns may consult with the Consortium Director, the William James College Director of Field Education and/or the William James College Chair of the Clinical Program for informal dispute resolution. If an intern has a problem with a supervisor, internship Consortium Coordinator, Consortium or internship training staff member that could not be resolved through discussion with that person, the William James College Internship Consortium Director will meet with both parties to provide consultation and resolution of the problem. The Consortium Director will document in writing the nature and outcome of this meeting and share this information with the internship site Consortium Coordinator and the William James College intern's academic advisor. If the issue is with the Consortium Director, the William James College Dean of Students will assume the mediation role.

If resolution cannot be achieved and the intern still has a grievance, the William James College Director of Field Education will review the grievance, gather appropriate information regarding the grievance and inform the intern of its findings. Recommendations will be made to the Consortium Director and internship site Consortium Coordinator. If the intern is dissatisfied with this decision, an appeal can be made to the William James College Chair of the Psy.D. Program, who will make a final determination.

Grievances initiated by internship staff about an intern:

Any internship staff member that has a concern about an intern's professional manner has the responsibility to provide feedback to the intern about how they are not appropriately performing. The clinical supervisor should be informed if this discussion does not resolve the identified problem/concern; the supervisor should then discuss the concern with the intern in a supervisory session. If the supervisor is the staff member identifying the concern, the internship site Consortium Coordinator should then discuss the concern with the intern in a supervisory session. The intern will be provided a time frame for remediation of the problem, as well as the possible consequences if not resolved within the allotted time period. The internship site Consortium Coordinator should always be informed of the problem and the remediation plan.

If the problem persists and remediation fails, the supervisor and/or Consortium Coordinator shall inform the William James College Consortium Director of the situation. The Consortium Director shall inform the intern's academic advisor, who will convene an intermediate Assessment and Planning conference with the intern, supervisor and/or Consortium Coordinator and Consortium Director. Written documentation of unprofessional behaviors will be provided, a Corrective Action Notice completed if a violation has occurred according to the William James College Guidelines on Professional Behavior, as well as, documentation of conditions that must be met for the intern to remain at the internship site and resume normal internship status. A time period for further remediation will be established, as well as the date for future review by the internship staff. Failure to remediate will result in referral to the Chair of the Clinical Program at William James College as well as referral to the internship staff as to disposition related to internship status. The intern, site Consortium Coordinator, William James College Consortium Director and academic advisor will sign and date the documents, of which the intern will be given copies.

Should an intern commit a felony, have sexual contact with a client, or perform any other serious violation of ethical conduct, she/he will be immediately suspended from the internship. Further disposition, which may include reporting the incident to other outside agencies, will be determined by the internship staff and the William James College Chair of the Clinical Psychology Program.

If the intern has a grievance with any of the processes described above, he/she will be directed to pursue their concerns with the William James College Chair of the Psy.D. Program. The William James College Vice President of Academic Affairs will be responsible for the final decision if the William James College Chair of the Psy.D. Program is unable to resolve the matter.

Problem Remediation Options:

Identification of the intern's problem must be followed by meaningful ways to remediate difficulties. The following consequences may occur, depending on the level of severity/impairment. As part of any of the options discussed below, the temporary reduction or elimination of client contact may be recommended and/or required. If this occurs, the primary supervisor in consultation with the internship staff will determine the intern's ability to resume case-related privileges and responsibilities.

Verbal Warning This represents the initial identification of the problem and the discussion about which inappropriate/unprofessional behaviors must be modified. This is an educational intervention which takes place in supervision and may result in change of focus in supervision.

Written Warning This documents the problem behavior and instructs the intern that the behavior must be altered. The "complaint" will be stated in writing and statements by all parties involved will be included. A copy of this written warning will be placed in the intern's William James College field placement file.

Probation An intern may be placed on probation in a time-limited, remediation-oriented way. During the probationary period, the intern will be more closely monitored by the primary supervisor and in consultation with the entire training staff. In some cases, a recommendation that the intern seek personal therapy may be a probationary condition. Termination of probation will occur upon review by the internship staff and determination that the intern has demonstrated improved functioning. The intern and the William James College Consortium Director will be notified immediately when an intern is placed on probation and when the probationary status is terminated.

Extension of Internship When some, but not sufficient, progress toward remediation has been made prior to the end of the internship, the internship staff may allow/require the intern to extend their time at the internship site in order to satisfactorily complete the internship. If this does not occur, the intern may not receive credit for the internship and thus may need to complete an additional internship at an alternative site. The Consortium Director and academic advisor will be consulted/notified of the situation.

Suspension and Dismissal Severe ethical violations, where clients are deemed in imminent danger, where unprofessional behavior is significant, or when noted inappropriate behaviors documented as part of probation remain unchanged, a recommendation for suspension of agency/internship privileges may result. This decision, which may involve a leave of absence from the site or recommendation for termination from the training program, will be made by the internship staff and documented in writing to the Consortium Director. The Consortium Director will notify the academic advisor and the William James College Chair of the Psy.D. Clinical Program. The intern will receive immediate notification, the written documentation and a reminder of the appeal and grievance procedure.

CONTACT INFORMATION FOR SITES

Brenner Center for Psychological Assessment and Consultation (Brenner Center)

One Wells Avenue, Newton MA 02459
Consortium Coordinator: Kelly Casey, Ph.D.
Kelly_casey@williamjames.edu
617-327-6777, ext. 2274

Brigham and Women's Faulkner Hospital (BWFH)

1153 Centre Street, Boston, MA 02130
Consortium Coordinator: Christopher AhnAllen, Ph.D.
cahnallen@bwh.harvard.edu
617-983-7924

Charles River Community Health (Formerly Joseph M. Smith Community Health Center)

495 Western Avenue, Brighton, MA 02135; 564 Main St Waltham, 02452
Consortium Coordinator: Daphne Papadopoulos, Psy.D.
dpapadopoulos@charlesriverhealth.org
617-783-0500 x2014

Edward M. Kennedy Community Health Center (EMKCHC)

19 Tacoma Street, Worcester, MA 01615
Consortium Coordinator: Laurie Costigan, Psy.D.
Laurie.Costigan@kennedychc.org
508-852-1805, ext. 1719

Freedman Center for Child and Family Development (Freedman Center)

One Wells Avenue, Newton, MA 02459
Consortium Coordinator: Nadja Reilly, Ph.D.
Nadja_reilly@williamjames.edu
617-327-6777 ext. 1225

Harvard Street Neighborhood Health Center

632 Blue Hill Avenue
Dorchester, MA 02121
Consortium Coordinators: Judy Solman, Psy.D. and Paige Shaw, Psy.D.
judy.solman@harvardstreet.org; paige.shaw@harvardstreet.org
(617) 825-3400

Human Relations Service (HRS)

11 Chapel Street, Wellesley, MA 02481
Consortium Coordinator: Susan Taylor, Psy.D.
staylor@hrshelps.org
781-235-4950

Lynn Community Health Center (LCHC)

269 Union Street, Lynn, MA 01901
Consortium Coordinator: Tracey Mohr, Psy.D.
tmohr@lchcnet.org
781-596-2502

North Shore Medical Center (NSMC)

55 Highland Avenue, Salem, MA 01970
Consortium Coordinator: Lauren Derienzo, Ph.D.
lderienzo@partners.org
978-825-6366

Providence College Personal Counseling Center (PCC)

1 Cunningham Circle, Providence, RI 02828
Consortium Coordinator: Rosemary Mугan, Psy.D. and Jonathan Dator, Ph.D.
rmugan@providence.edu; jdator@providence.edu
401-865-2097

Rhode Island College Counseling Center (RIC)

600 Mt. Pleasant Avenue, Providence, RI 02908-1991
Consortium Coordinator: Ryan Porell, Psy.D. and Chantelle Pseekos, Ph.D.
rporell@ric.edu; cpseekos@ric.edu
401-456-8094

Rhode Island School of Design (RISD)

Thompson House – 63 Angell Street, Providence, RI, 02903
Consortium Coordinator: Shauna Summers, Ph.D.
ssummers@risd.edu
401-454-6637

Riverbend Community Mental Health

105 Loudon Road, Concord, NH 03301
Consortium Coordinator: Amy Stultz, Psy.D.
astultz@riverbendcmhc.org
603-228-0547

Roger Williams University Center for Counseling and Student Development (RWU)

One Old Ferry Rd., Bristol, RI 02809-2921
Consortium Coordinator: Christopher Bailey, Ph.D.
cjbailey@rwu.edu
401-254-3124

Wediko Children's Services (Wediko)

72-74 East Dedham Street, Boston, MA. 02118
Consortium Coordinator: Rachel Paster, Psy.D.
rpaster@wediko.org
617-230-1855

Wellesley College Stone Center

106 Central Street, Wellesley, MA 02481
Consortium Coordinator: Robin Cook-Nobles, Ed.D.
rcooknob@wellesley.edu
781-283-2839

Youth Opportunities Upheld, Inc. (Y.O.U., Inc.)

81 Plantation Street, Worcester, MA 01604
Consortium Coordinator: Elizabeth Cheyne, Psy.D.
cheynee@youinc.org
508-890-6519