



**WILLIAM JAMES
COLLEGE**

Internship Consortium in Clinical Psychology

Internship Consortium Handbook

APA Accredited

www.williamjames.edu/consortium

2021-2022

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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.

Address Questions to:

Angela Wilbur, Psy.D.
Consortium Director
William James College
One Wells Avenue
Newton, MA 02459
617-564-9356
Angela_wilbur@williamjames.edu

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. Interns are assigned at either at one agency/institution or at two different institutions during their internship. 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 2,242 internship hours, in no more than 24 months, is required for the two-year part-time model and a total of 2,000 for the one-year full-time model.

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 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 periodically in a group, meets quarterly with Internship Site Directors of Training/Consortium Coordinators, 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, administration and program evaluation 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 in the two-year half-time model 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). Interns in the one-year full-time model receive a minimum of three hours per week of regularly scheduled, face-to-face, individual supervision and minimally, one hour of additional group supervision. Five 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 Research and an Advanced Clinical Seminar on Supervision and Consultation during their academic training, 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 Consortium training seminar on Professional Practice, Diversity and Difference, which is a two year weekly didactic and small group seminar with case presentation-oriented structured learning activity.

CRITERIA FOR CONSORTIUM SITES

To be approved as a Consortium internship site, the following basic requirements must be met:

Two-Year Part-Time Consortium Sites

1. The Consortium Site must demonstrate a philosophy that is consistent with that of the Consortium:
 - integrated model
 - developmental model based on APA Standards of Accreditation
 - consortium approach/shared resources
 - practitioner-scholar
2. The Consortium Site agrees to pay William James College \$11,250 per William James College Intern per year. Such payment shall be made in two installments on or about the following dates: December 15, 2021, and June 15, 2022. William James College and the Consortium Site may mutually agree upon different payments to be made by a Consortium Site to William James College in the event unique circumstances exist. Consortium Sites are not responsible for any payment beyond the stipend.
3. The Consortium Site agrees to provide the following benefits to interns:
 - Vacation days equal to two training weeks (i.e. 54 hours) at a time mutually agreeable to the Consortium Site, William James College, and the William James College Intern.
 - Sick leave accrued at the rate of 4 hours/month for a total of 5 sick days per year. Any additional sick leave must either be used as vacation time or be made up.
 - 10-11 holidays including Labor Day, Thanksgiving (2 days), Christmas (3 days), New Year's Day, Martin Luther King Jr. Day, and Memorial Day. Juneteenth, July 4th (if applicable).
4. The Consortium Site agrees to provide a training experience of a minimum of 2242 hours in no more than 22 months. A minimum of 25% and a maximum of 60% of the intern's time must involve face-to-face direct clinical service. The actual schedule shall be designated by the Consortium Coordinator, in consultation with the William James College Intern(s), which may, in part, follow the Consortium Site's academic calendar.
5. The Consortium Site agrees to have William James College Interns participate in weekly Consortium training seminars at William James College. Consortium Site supervisors may participate in these seminars by giving presentations.

6. The Consortium Site agrees to 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.
7. The Consortium Site agrees to participate in internship application and selection processes.
8. The Consortium Site agrees to provide training opportunities and experiences that will facilitate William James College Interns' accomplishment of the training goals/competency requirements of the Consortium.
9. The Consortium Site is approved by the William James College Director of Training/Consortium Director.
10. The Consortium Site agrees to assign 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.
11. 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.
12. 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 qualified supervisor, such as licensed HSP psychologist, psychiatrist or LICSW.
13. The Consortium Site agrees to assign a designated primary supervisor, who must take responsibility for coordinating and overseeing the William James College Intern(s)'s program and for being the Consortium Site's liaison to the Consortium and William James College. Responsibilities include timely completion of William James College Intern(s)'s Midyear and Final Supervisor Evaluations and participation at the William James College Intern(s)'s Assessment and Planning Conference.
14. 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. Such hours to count toward the required total hours.
15. The Consortium Site shall provide adequate office space for the William James College Interns.
16. Individual consortia partners of an accredited consortium may not publicize themselves as independently accredited unless it also has independently applied for and received accreditation.
17. If the Consortium Site also accepts practicum and advanced practicum students, it is agreed that the William James College Intern(s) will have a different, more advanced, training experience than those practicum students.
18. The Consortium Site agrees to adhere to the William James College Consortium Administrative Structure and agrees that the William James College Consortium Director is the Coordinator of the William James College Internship Consortium Training Program.
19. The Consortium Site agrees to provide and/or facilitate the necessary experiences for the William James College Intern(s) that meet the following exit criteria (as listed in the Consortium Training Handbook) necessary for the William James College Intern(s) to graduate:
 - a. William James College Interns must receive a rating of 4 or higher on all profession wide competencies and elements at the completion of the first year of internship. At the end of the internship (year 2), William James College Interns must receive a rating of 5 on all profession wide competencies and elements on the Final Intern Evaluation Form.
 - b. Interns must complete all site-related paperwork including clinical notes (intake, progress notes, treatment plans, and termination summaries) and psychological testing and program evaluation reports,

as well as two Consortium Internship Site Evaluation Forms, Consortium Seminar Evaluations, the Post-Internship Survey and all Time2Track data.

- c. William James College Interns must complete one program evaluation project.
- d. William James College Interns must complete a minimum of five-six integrated test batteries and write six integrated test reports.
- e. William James College Interns must successfully address any grievance process and/or remediation plan.
- f. William James College Interns' Assessment and Planning Conference form which documents progress on all aspects of the internship.

One-Year Full-Time Consortium Sites

1. The Consortium Site must demonstrate a philosophy that is consistent with that of the Consortium:
 - integrated model
 - developmental model based on APA Standards of Accreditation
 - consortium approach/shared resources
 - practitioner-scholar
2. The Consortium Site agrees to pay William James College \$22,500 per William James College Intern per year, unless the intern will be funded through grants received by William James College. Such payment shall be made in two installments on or about the following dates: December 15, 2021, and June 15, 2022. William James College and the Consortium Site may mutually agree upon different payments to be made by a Consortium Site to William James College in the event unique circumstances exist. Consortium Sites are not responsible for any payment beyond the stipend.
3. The Consortium Site agrees to provide the following benefits to interns:
 - 10 vacation days equal to two training weeks at a time mutually agreeable to the Consortium Site, William James College, and the William James College Intern.
 - Sick leave accrued at the rate of 4 hours/month for a total of 5 sick days per year. Any additional sick leave must either be used as vacation time or be made up.
 - 10-11 holidays including July 4th, Labor Day, Thanksgiving (2 days), Christmas (3 days), New Year's Day, Martin Luther King Jr. Day, Juneteenth, and Memorial Day.
4. The Consortium Site agrees to provide a training experience of a minimum of 2000 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. The actual schedule shall be designated by the Consortium Coordinator, in consultation with the William James College Intern(s), which may, in part, follow the Consortium Site's academic calendar.
5. The Consortium Site agrees to have William James College Interns participate in the weekly Consortium Seminar at William James College. Consortium Site supervisors may participate in these seminars by giving presentations.
6. The Consortium Site agrees to 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.
7. The Consortium Site agrees to participate in internship application and selection processes.

8. The Consortium Site agrees to provide training opportunities and experiences that will facilitate William James College Interns' accomplishment of the training goals/competency requirements of the Consortium.
9. The Consortium Site is approved by the William James College Director of Training/Consortium Director.
10. The Consortium Site agrees to assign 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.
11. 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.
12. The Consortium Site agrees to provide a minimum of three hours of weekly individual supervision by a licensed psychologist (HSP) and provide a minimum of one hour of weekly group supervision by a qualified supervisor, such as licensed HSP psychologist, psychiatrist or LICSW.
13. The Consortium Site agrees to assign a designated primary supervisor, who must take responsibility for coordinating and overseeing the William James College Intern(s)'s program and for being the Consortium Site's liaison to the Consortium and William James College. Responsibilities include timely completion of William James College Intern(s)'s Midyear and Final Supervisor Evaluations.
14. The Consortium Site agrees to provide a minimum of three hours of regularly scheduled weekly structured learning activities which are instructive in nature, topical or thematic and not directly service linked. Such hours to count toward the required total hours.
15. The Consortium Site shall provide adequate office space for the William James College Interns.
16. Individual consortia partners of an accredited consortium may not publicize themselves as independently accredited unless it also has independently applied for and received accreditation.
17. If the Consortium Site also accepts practicum and advanced practicum students, it is agreed that the William James College Intern(s) will have a different, more advanced, training experience than those practicum students.
18. The Consortium Site agrees to adhere to the William James College Consortium Administrative Structure and agrees that the William James College Consortium Director is the Coordinator of the William James College Internship Consortium Training Program.
19. The Consortium Site agrees to provide and/or facilitate the necessary experiences for the William James College Intern(s) that meet the following exit criteria (as listed in the Consortium Training Handbook) necessary for the William James College Intern(s) to graduate:
 - a. William James College Interns must receive a rating of 4 or higher on all profession wide competencies and elements on the Mid-Year Intern Evaluation. At the end of the internship, William James College Interns must receive a rating of 5 on all profession wide competencies and elements on the Final Intern Evaluation Form.
 - b. Interns must complete all site-related paperwork including clinical notes (intake, progress notes, treatment plans, and termination summaries) and psychological testing and program evaluation reports, as well as two Consortium Internship Site Evaluation Forms, Consortium Seminar Evaluations, the Post-Internship Survey and all Time2Track data.
 - c. William James College Interns must complete one program evaluation project.
 - d. William James College Interns must complete a minimum of five-six integrated test batteries and write six integrated test reports.

- e. William James College Interns must successfully address any grievance process and/or remediation plan.
- f. William James College Interns' Assessment and Planning Conference form which documents progress on all aspects of the internship.

In addition, the internship sites must meet all 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: Beacon Assessment Center, Brenner Center, Child and Family Evaluation Service (CAFES), Clark University Center for Counseling and Personal Growth, Edward Kennedy Community Health Center, Human Relations Service, LifeStance Health, Lynn Community Health Center, MassGeneral Brigham: Salem Hospital, Maine Department of Corrections, Neurological Assessment Clinic, Rhode Island College, Riverbend Community Mental Health, Rural Vermont Collaborative of the Precision Valley, Roger Williams University Center for Counseling and Student Development, Wediko Boston at the Home for Little Wanderers, and Wellesley College Stone Center.

All other Consortium sites provide an internship experience where interns receive in-depth, long-term supervision and therapy experiences with a variety of clients.

Detailed descriptions of the Consortium sites (with interns in 2021-2022) and their internship experience follow.

Beacon Assessment Center

The Beacon Assessment Center (BAC) was created to meet the growing demand for access to clinicians who can perform diagnostic assessments for early detection of Developmental Disabilities in young children and provide ongoing monitoring through comprehensive neuropsychological and diagnostic evaluations. The center provides families with direct access to licensed psychologists who conduct high quality comprehensive neurodevelopmental, neuropsychological evaluations, as well as provide clinical consultations to address diagnostic questions and offer treatment recommendations.

In the continued spirit of providing high quality clinical care to children and families, the BAC now offers clinical services to provide multidisciplinary treatment, consultation, and assessment. A network of therapeutic services will also be offered including speech language pathology and clinical counseling. This addition will provide BAC

families and the communities that we serve broader access to skilled assessment and evidence-based intervention for children with developmental speech-language, communication, feeding, and behavioral challenges.

Brenner Center for Psychological Assessment and Consultation (Brenner Center)

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.

Child and Family Evaluation Services (CAFES)

Child and Family Evaluation Services at the Center of Excellence for Children, Families and the Law (CECFL) recognizes the life-changing decisions that are made when children and families come before Courts. The Center promotes multidisciplinary professional education, training and research to support informed professional practice, effective prevention and intervention, and thoughtful jurisprudence. The Center focuses on a variety of issues that affect children and families who are involved with the legal system including families in conflict, intimate partner violence, child maltreatment and neglect, divorce, juvenile justice and children with mental and educational disabilities. The Center is able to provide an array of services, including professional education and intervention, training and development; evaluation services; professional consultation to mental health providers, attorneys, judges, custody evaluators, parenting coordinators, court personnel and social service workers; psychoeducation for parents; advocacy and advocacy support and research.

Clark University Center for Counseling and Personal Growth

The Center for Counseling and Personal Growth, working collaboratively with the Clark University community, strives to enrich the academic and personal experience within the university by encouraging the well-being of Clark University students through comprehensive mental health services. These services include individual and group psychotherapy, community education, consultation, and advocacy. Interns are an integral part of the CPG at Clark University. Interns are encouraged to actively participate in various aspects of CPG's functioning and assume a major role in the delivery of services. The training program at CPG employs a self-of-the-therapist training model. Training within this model calls for work in which the trainees see and understand their own personal issues, and work with them in all aspects of their training process.

Edward M. Kennedy Community Health Center

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.

Human Relations Service

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.

LifeStance Health

LifeStance Health is a multi-disciplinary health care group and psychological consulting practice dedicated to providing the highest quality services to children, adolescents, adults, and families in a caring, patient-friendly environment. Our team of psychiatrists, psychologists, neuropsychologists, psychiatric nurse specialists, and social workers are able to work together collaboratively to provide the most effective and convenient care for patients. Interns will receive broad training in providing evidence-based clinical interventions to a diverse patient population, including brief treatment models, individual and family modalities, and group therapy interventions.

Lynn Community Health Center

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.

Maine Department of Corrections with Wellpath

The Maine DOC operates six prison facilities that serve different functions and house varying populations. Each intern will have an opportunity to develop an individualized training plan in order to create a training experience that best fits the interests and needs of the intern and the Department. Available placements include: General mental health, Juvenile offenders, Female offenders, Sex offender program (adult and juvenile), and substance use disorder services (residential and outpatient), Intensive Mental Health Unit (men), and/or Assisted Living Unit (men and women). A combination of more than one site is available. Interns will have opportunities provide individual therapy, group therapy, crisis evaluations and in some cases couples and family therapy (when appropriate). Psychological testing and assessment experience will also be provided as part of the internship training program. Staff wellness and Peer Support Team experience after a major incident is also an integral part of the training program.

MassGeneral Brigham: Salem Hospital

MassGeneral Brigham: Salem Hospital 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.

Neurological Assessment Clinic

Neuropsychological assessment of children, adolescents, adults, and geriatric population. We conduct thorough intake evaluations, assessments, and feedback. We have 1-2 students from Suffolk and/or UMass and URI, who all participate in the training and supervision. We offer one-on-one individual supervision (about 2 hours per case). We offer biweekly case meetings and professional development conferences (once a month: speakers come to the clinic).

The objective is to provide intensive training in the neuropsychological assessment of a range of child and adult outpatient populations including primary neurological, medical, psychiatric, and developmental disorders. Referrals include evaluations of patients who present with a variety of neurological disorders such as head trauma, neurodevelopmental conditions, seizure disorders, dementia, vascular disorders, metabolic disorders, sleep disorders, headaches, and movement disorders.

Rhode Island College Counseling Center

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.

Riverbend Community Health Center

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

The Counseling Center is the only Roger Williams University department that provides professional mental health-related services for the university student population. The Center was developed from the recognition by the university that student learning and success are related to healthy psychological development. As a support service, the Center provides developmental, remedial, and preventive services to maximize students' emotional, intellectual, and social development while promoting respect for self, others, property, and diversity within the Roger Williams University community.

Individual and group treatment services offered in the Center are confidential according to legal and professional guidelines in the state of Rhode Island. Clients of the Center are typically between the ages of 18 and 25 with a variety of presenting concerns, the most common of which are anxiety, depression, and relationship issues. Counseling Center professional staff include multiple psychologists, a social worker, and a consulting psychiatrist. Two hours of individual supervision from two different psychologists and one hour of group supervision are provided weekly. There are weekly administrative staff meetings, case conferences with a diversity focus and in-depth discussions of cases, clinical staff meetings, and a didactic training series featuring such topics as career assessment, diversity, risk assessment, and Title IX.

In addition to individual therapy, the intern has other opportunities at Roger Williams University. A trainee can co-facilitate a therapy group. Outreach activities involve conducting mental health screenings and working with other campus departments, such as Athletics, the Intercultural Center, or the Queer & Trans Resource and Advocacy Center.

Rural Vermont Collaborative of Precision Valley

The RVCPV is a training collaboration between the Springfield School District and Springfield Medical Care Systems (SMCS) Federally Qualified Health Center (FQHC) in Springfield, Vermont. These organizations are central to supporting the medical and behavioral health, wellness, and educational needs of individuals and families in this rural community of approximately 10,000. The RVCPV created a formal affiliation between the FQHC and pre-K-12 school district in 2016 and since that time School-Based Health Centers have been established in each of the four schools, allowing for the comprehensive support of children and adolescents in the community by increasing access and reducing barriers to care.

The RVCPV is designed to teach psychology interns the skills and knowledge that will enable them to function as independent, ethical, and competent psychologists in a variety of settings. Interns receive training within a school district and within an integrated primary care system and contracted assisted living and nursing facilities, with the ultimate goal of preparing psychologists to provide assessment, consultation, and intervention for a diverse range of needs and populations, from early childhood through older adulthood. By operating within these two major systems, interns learn to access this collaboration to more comprehensively address the needs of a rural community.

Wediko Boston at the Home for Little Wanderers

Wediko 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

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.

PROGRAM STRUCTURE

The intern experience is designed to provide 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 training experience 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 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. A certificate of completion is awarded at the end of the 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: developmental internship integrating didactic learning and field-based experiences, the APA model of underlying 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.

Internship training is necessary to accomplish this goal and is a unique and important asset of this model. 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 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 latest APA core competency 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 nine 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 nine internship training goals.

Goals and Competencies

1. Research

- Element 1: Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Element 2: Conduct research or other scholarly activities.
- Element 3: The intern demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local, (including the host institution), regional, or national level.

2. Ethical and Legal Standards

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

- Element 1: The current version of the APA Ethical Principles of Psychologists and Code of Conduct
- Element 2: Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels.
- Element 3: Relevant professional standards and guidelines.

- Element 4: Recognize ethical dilemmas as they arise and apply ethical decision - making processes in order to resolve the dilemmas.
 - Element 5: Conduct self in an ethical manner in all professional activities.
3. **Individual and Cultural Diversity**
- Element 1: An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves; Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
 - Element 2: Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
 - Element 3: The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
 - Element 4: Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in their professional work.
 - Element 5: The ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.
4. **Professional Values, Attitudes and Behaviors**
- Element 1: Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
 - Element 2: Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
 - Element 3: Actively seek and demonstrate openness and responsiveness to feedback and supervision.
 - Element 4: Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
5. **Communication and Interpersonal Skills**
- Element 1: Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
 - Element 2: Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
 - Element 3: Demonstrate effective interpersonal skills and the ability to manage difficult communication well.
6. **Assessment**
- Element 1: Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
 - Element 2: Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
 - Element 3: Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
 - Element 4: Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
 - Element 5: Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
 - Element 6: Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
7. **Intervention**
- Element 1: Establish and maintain effective relationships with the recipients of psychological services.

- Element 2: Develop evidence-based intervention plans specific to the service delivery goals.
- Element 3: Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Element 4: Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Element 5: Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Element 6: Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

8. **Supervision**

- Element 1: Demonstrate knowledge of supervision models and practices.
- Element 2: Demonstrates the ability to apply this knowledge in direct or simulated practice with psychology trainees or other health professionals. (Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees).

9. **Consultation and Interprofessional/Interdisciplinary Skills**

- Element 1: Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Element 2: Demonstrates knowledge of consultation models and practices.
- Element 3: The interns apply this knowledge in direct or simulated consultation with individuals and their families, fellow interns or other health care interns, other health care professionals, interprofessional groups, or systems related to health and behavior.

Competencies

Communication and Interpersonal 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 Interprofessional/Interdisciplinary 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.

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 an appropriately credentialed health care provider. Full-time interns receive a minimum of three hours per week of regularly scheduled, face-to-face individual supervision from a licensed psychologist and 1 hour of group supervision from an appropriately credentialed health care provider. All interns are matched with individual supervisors at the beginning of the training year based on site and specialty areas.

Half-time interns provide 1 hour per week of consultation/peer supervision to practicum students during one year of their internship. Full-time interns will have completed this experience prior to starting internship.

TRAINING STAFF (2021-2022)

Core Training Supervisors:

1. Christopher Bailey, Ph.D.
2. Kelly Casey, Ph.D.
3. Robin Cook-Nobles, Ph.D.
4. Laurie Costigan, Psy.D
5. Lisa DeGrass, Ph.D.
6. Robert DiGiammarino, Psy.D.
7. Evan Graber, Ph.D.
8. Kelley Henry, Psy.D.
9. Robyn Hodges, Psy.D.
10. Kristen Hurd, Psy.D.
11. L. Megan Kersting, Psy.D
12. Stacey Lambert, Psy.D.
13. Tom Lavin, Ph.D.
14. Caitlin Nichols, Ph.D.
15. Jessica P. Greenwald O'Brien, Ph.D.
16. Leanne Carson Osgood, Psy.D.
17. Irene Piryatinsky, Ph.D.
18. Ryan Porell, Psy.D.
19. Amy Stultz, Psy.D
20. Susan Taylor, Psy.D.
21. Jennifer West, Ph.D.
22. Diana Westerberg, Ph.D.
23. Angela Wilbur, Psy.D.
24. Amanda Zurick, Psy.D.

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 for the two-year, half-time model and a minimum of five hours or scheduled training experiences occur weekly for the one-year, full time model. 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. Angela Wilbur, Dr. Jennifer West, Dr. Amanda Zurick, Dr. Tom Lavin, 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 and presents a different syllabus for each internship year. Interns meet for two years weekly in small groups which alternate with larger group presentations. Full-time interns are placed with second-year interns.

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)	Half-time Hours/Week	Full-time Hours/Week
Individual supervision	2	3
Group supervision	1	1
Consortium Professional Practice, Diversity and Difference Seminar	2	2
On-Site Internship Seminars and Case Consultations	2	3
Direct Service (face-to-face) (Intervention & Assessment)	7-13	10-25
Staff Meeting-Charting-Case Notes etc. Program Evaluation	6-10	9-13
Total Average Hours:	27	40

COMPENSATION AND BENEFITS

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

The Consortium Internship stipend is \$22,500 for the two year part-time and the one-year, full-time internship.

Each intern carries the formal title of “Intern”. The part-time internship position is 27 hours per week. The full-time internship is 40 hours per week.

Interns will receive the following benefits listed below during their training:

1. Vacation time: Interns receive vacation days equivalent to 2 training weeks annually (e.g., half-time interns 54 hours, full-time interns 80 hours). The Consortium Coordinator must be notified in advance and vacation time must be approved. Interns are to follow site-specific administrative procedures in requesting this time away from the site. There is an additional internship break from August 1-12, 2022, for half-time interns.
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 10-11 holidays annually: Labor Day, Thanksgiving (2 days), Christmas (3 days), New Year’s Day, Martin Luther King Jr. Day and Memorial Day, Juneteenth, 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 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.

EXIT CRITERIA

1. Half-time interns must complete a minimum of 2,242 hours (not including vacation/sick/holiday time) in no more than 24 months. Interns complete a minimum of 1296 hours in their first year and a minimum of 1026 hours in their second year. Full-time interns must complete a minimum of 2,000 hours (not including vacation time) in no more than 12 months.
2. Half-time interns must receive a rating of 4 or higher on all profession wide competencies and elements at the completion of the first year of internship. At the end of the internship (year 2), half-time interns must receive a rating of 5 on all profession wide competencies and elements on the Final Intern Evaluation Form. Full-time interns must receive a rating of 4 or higher on all profession wide competencies and elements on the Mid-Year Intern Evaluation. At the end of the internship, full-time interns must receive a rating of 5 on all profession wide competencies and elements on the Final Intern Evaluation Form.
3. All 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. All Interns must successfully address any grievance process and/or remediation plan.
5. All Interns must complete 5-6 testing batteries and write 5-6 integrated test reports.
6. All Interns must complete one Program Evaluation project.

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 internship training experience is coordinated utilizing an Assessment and Planning conference which is held between the first and second training years for the half-time model and at the start of the full-time model. There is also an abbreviated Assessment and Planning Conference at the end of internship for both models. The intern's academic advisor chairs this conference which is attended by the intern, the Consortium Coordinators and/or primary site supervisors from the 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 and/or Consortium Site Visitor 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 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/code/ethics-code-2017.pdf>

APA Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Population: <http://www.apa.org/pi/oema/resources/policy/provider-guidelines.aspx>

Massachusetts Board of Registration Regulations for Health Service Providers
<https://www.mass.gov/regulations/130-CMR-411000-psychologist-services>

Massachusetts Mental Health Law
<https://www.mass.gov/info-details/massachusetts-law-about-mental-health-issues>

Nesbitt, N. A. (1976). Tarasoff v. Regents of the University of California: Psychotherapist's Obligation of Confidentiality Versus the Duty to Warn. *Tulsa LJ*, 12, 747. Retrieved from <https://digitalcommons.law.utulsa.edu/tlr/vol12/iss4/7>

HIPAA (Health Insurance Privacy and Portability Act) <https://www.hhs.gov/sites/default/files/privacysummary.pdf>

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

Policy on Social Media Forum Policy

Interns who use social media (e.g., Facebook, etc.) 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 Clinical Psychology Program Handbook, 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 Clinical Psychology Program Handbook. 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 attempt independently 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.

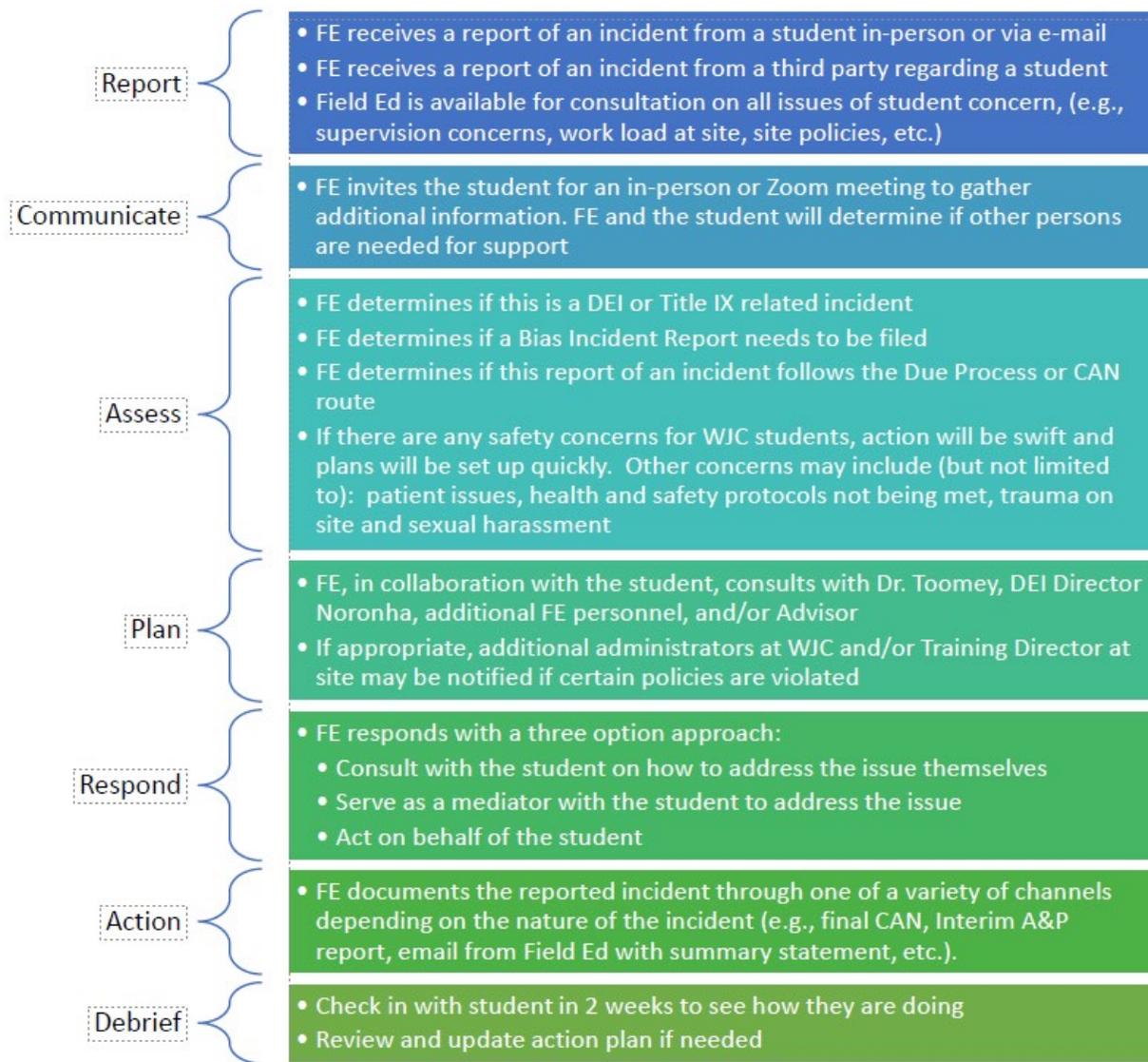
The following grievance procedures exist to aid in problem resolution if a satisfactory outcome cannot be derived in the manner described above.

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, mediation, 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. Please see below Incident Protocol related to DEI concerns/incidents.

William James Field Education (FE) Incident Protocol (DEI)



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 (CAN) 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, the intern 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 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.

HOUSING AND RECREATION

The majority of William James College interns are already living in the Greater Boston/New England area as many 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. Full-time interns will continue to remain in the Greater Boston area and/or relocate within the New England area depending on their internship placement location.

COMMUNICATION WITH ACADEMIC PROGRAMS

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. Prior to the beginning of the second year of internship, the Consortium Coordinator will update the intern's individualized training goals. 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 may consult with the primary supervisor to assess whether the intern is at the anticipated level of performance at a given 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.

In addition to the Intern Evaluation, site supervisors are required to provide input for 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 ROLES 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.

CONTACT INFORMATION FOR SITES

Beacon Assessment Center

300 East Main Street Suite 105 Milford, MA 01757
Consortium Coordinator: Kelley Henry, Psy.D.
khenry@beaconservices.org
508-478-0587

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

Child and Family Evaluation Service at the Center of Excellence for Children, Families, and the Law (CAFES)

One Wells Avenue, Newton, MA 02459
Consortium Coordinator: Jessica P Greenwald O'Brien, Ph.D.
Jessica_gobrien@williamjames.edu
617-327-7666 x1424

Clark University Center for Counseling and Personal Growth

114 Woodland Street
Worcester, MA 01610
Consortium Coordinator: L. Megan Kersting, PsyD
MKersting@clarku.edu
(508)793-7678 ext. 2

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

Human Relations Service (HRS)

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

LifeStance Health

89 Access Road, Unit 24 Norwood, MA 02062
Consortium Coordinator: Lisa DeGrass, Ph.D.
ldegrass@cfpsych.org
781-551-0999 x455

Lynn Community Health Center (LCHC)
269 Union Street, Lynn, MA 01901
Consortium Coordinator: Diana Westerberg, Ph.D.
dwesterberg@lchcnet.org
781-596-2502

Maine Department of Corrections with Wellpath
27 Tyson Drive Third Floor, State House Station 111, Augusta, ME 04333
Site Coordinators: Robyn Hodges, Psy.D.
rhodges@correctcaresolutions.com
207-512-8548

MassGeneral Brigham: Salem Hospital
55 Highland Avenue, Salem, MA 01970
Consortium Coordinator: Robert DiGiammarino, Psy.D.
rdigiammarino@partners.org
978-825-6366

Neuropsychological Assessment Clinic (NAC)
77 Warren Street Brighton, MA 02135
Consortium Coordinator: Irene Piryatinsky, Ph.D.
infor@npevaluation.com
617-383-6804

Rhode Island College (RIC)
600 Mount Pleasant Avenue, Providence, RI 02908
Consortium Coordinator: Ryan Porell, Psy.D.
rporell@ric.edu
401-456-8094

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

Rural Vermont Collaborative of the Precision Valley (RVCPV)
60 Park Street, Springfield, VT 05156
Consortium Coordinator: Kristen Hurd, Psy.D.
khurd@ssdvt.org
802-885-5119

Wediko Boston at The Home for Little Wanderers
72-74 East Dedham Street, Boston, MA. 02118
Consortium Coordinator: Leanne Carson Osgood, Psy.D.
losgood@thefhome.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