

RAPPHANNOCK AREA COMMUNITY SERVICES

BOARD

TRAINING PROGRAM IN PROFESSIONAL PSYCHOLOGY

BROCHURE

2014-2015

Internship Program in Professional Psychology
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Information and associated materials for the RACSB Training Program in Professional Psychology can be found on the RACSB website at www.racsb.state.va.us

The Internship Brochure can be found at
http://www.racsb.state.va.us/Alerts/2012/2012_Intern_Brochure.pdf

RAPPAHANNOCK AREA COMMUNITY SERVICES BOARD

Rappahannock Area Community Services Board is a nationally recognized progressive community mental health center. We provide treatment for mental illness, substance abuse, and developmental disorders in eleven facilities in north central Virginia. Our sites include residential, intensive, crisis stabilization and outpatient facilities for children, adolescents, and adults. Founded in 1970, Rappahannock Area Community Services Board is a local public agency with a mission and treatment philosophy of providing the highest quality health services affordably to our communities. We believe that RACSB is an outstanding training site for interns preparing for careers as generalist professional psychologists.

A short drive from Washington, DC and Richmond, Virginia, the region is easily accessible and extremely diverse. It includes sophisticated modern suburban communities, isolated rural villages, a military base, and exclusive historical tourist destinations.

OUR MISSION

The Rappahannock Area Community Services Board is committed to improving the quality of life for people residing in Planning District 16 with mental health, intellectual disabilities, and substance abuse problems and to preventing the occurrence of these conditions. We do this through an integrated community-based system of care that is responsive to consumer needs and choices. We respect and promote the dignity, rights, and full participation of individuals and their families.

EDUCATION & TRAINING APPROACHES

The RACSB internship is designed to provide a broad and general preparation for entry-level practice of professional psychology. The internship is currently an APPIC member, but is not currently APA accredited. Currently, the program adheres to APPIC Match policies, participates in the APPIC Match, and the Online APPI must be utilized by all applicants in order to apply for this internship program.

Training Values and Philosophy

At RACSB, training is designed in preparation for entry-level practice in professional psychology. The ultimate goal of the program is to provide a diverse set of experiences to enable a select number of highly qualified interns to develop expertise in community based treatment.

Each intern is placed in two different program settings, crisis intervention and outpatient clinical treatment, to provide breadth of training. Some interns may wish to concentrate on certain populations (e.g., children), clinical problems (e.g., substance abuse), or skills (e.g., diagnostics) but all interns are expected to develop basic competency as generalists.

The training model emphasizes the integration of clinical practice and science. Thus, applied practices, which are based most closely on scientifically tested theories, are more valued than those that are only loosely based on a scientific foundation. Further, all RACSB services must meet appropriate national standards of care and have proven outcomes of safety and effectiveness. The training model strongly encourages a life long commitment to currency with professional literature.

Much of the training is experiential, which creates a synergy between the training and service mission of the organization. Interns bring energy and vitality to the treatment teams and challenge the clinical staff in its lifelong commitment to professional development. The clinical staff brings a wealth of training and experience. At the same time, there are clear role, structural, and value boundaries between training and service delivery. These allow interns to integrate experience, supervision, education, and training though reflection, consultation, peer support, and professional interaction. Productivity requirements for interns are challenging, but substantially lower than for equivalent professional staff.

There is an overarching organizational commitment to multidisciplinary professionalism at Rappahannock Area Community Services Board. At the same time, there is more than 40 years of tradition of extraordinary talent and contributions by psychologists.

GOALS

The overriding goal of the internship is to prepare the doctoral candidate for the entry level practice of psychology. This preparation requires doctoral level clinical and psychotherapeutic skills, professional ethics, and identification as a psychologist.

By completion of the program, interns will demonstrate:

- I. an active appreciation of professional issues pertaining to the practice of professional psychology and the current functional expectations of Clinical Services staff at RACSB, and act in accordance with the *APA Ethical Principles for Psychologists* and Virginia Statutes related to the provision of mental health, substance abuse and psychological services.
- II. an advanced doctoral level of critical thinking and problem solving skills. This will be observed *in* their presentation of principles and theories, their awareness of research, and their fluency in procedures and methods of psychological diagnosis and psychological assessment appropriate to the presenting problem, the patient population, and the individual and cultural differences of the patients.
- III. doctoral level knowledge of a variety of empirically supported assessments, treatments, and therapies, and will also demonstrate doctoral level skill in the application of the intern's primary theoretical approach. It is expected that this application will be relevant to the patient population, the presenting problem,

- diagnosis, individual differences, cultural differences, and the treatment objectives negotiated with the client.
- IV. observable behaviors and knowledge indicative of awareness, sensitivity and responsiveness to issues of cultural and individual diversity within clinical settings.
 - V. an open and responsive approach to supervision, and doctoral level knowledge of supervision theories, and awareness of supervisees' strengths, needs, and skills in supervisory interventions.
 - VI. advanced knowledge and skills in practice with individuals who, due to mental illness, intellectual disabilities, or substance abuse, are experiencing a behavioral health crisis or emergency. Interns will demonstrate proficiency in acting to assure the safe and appropriate treatment of clients in the least restrictive environment consistent with their needs.

THE INTERNSHIP EXPERIENCE

The internship experience includes four activities: Clinical experience, Training, Supervision, and Program Planning and Development.

CLINICAL EXPERIENCE

Placements for work experience are required in two service components of the agency. Work experience will include psychological assessment; diagnostic assessment; individual, group, and couple/family psychotherapies; and membership on at least one multidisciplinary treatment team. Experiences may be available in specialized programs (e.g., child and adolescent, forensic evaluation, substance abuse services) in addition to the general work experience. Intern candidates should express specific clinical interests at the time of application in the cover letter.

Positions

There are three to four full-time internships available for doctoral level students depending on funding. The year begins on or about the last week of June. While the Commonwealth of Virginia requires 1500 residency hours (post graduate), it does not have a certain amount of internship hours that are required of a clinical applicant for licensure. Virginia only requires that an applicant have completed an appropriate internship (meaning the internship is APA accredited or a member of APPIC). The doctoral internship at Rappahannock Area Community Services is a one year, full time, 40 hours per week appointment that requires all interns to complete 2000 hours to successfully complete the internship. Evening hours are required in all clinic rotations. Interns may work a four or five days a week schedule depending on their assigned clinic.

Interns have a primary clinical placement in which they spend 50-60 % of their direct clinical time and a secondary placement for the remaining 40-50 %. While the RACSB

internship program does not have formal training programs, interns generally choose adult, child and adolescent, substance abuse, or rural practice as the primary placement.

SUPERVISION

The internship program includes consistent and supportive supervision in both individual and group formats. Opportunities for peer consultation and case conferencing are also provided. A minimum of four hours of face to face supervision is provided to the intern each week. Each intern is assigned to a primary supervisor for the two hours of individual supervision per week as required by APA, APPIC, and the National Registry of Health Services Providers in Psychology. The additional two hours of supervision may take place in a group setting (e.g., administrative supervision, assessment supervision, or clinical staffing) and/or with other senior clinicians. All of the internship supervising faculty are doctoral level licensed Clinical Psychologists. An effort is made to assign interns to psychological supervisors of the same doctoral specialty (e.g., clinical and counseling). While interns are not matched to supervisors by theoretical orientation, the program expects respect for the contributions made by all accepted theoretical orientations. The process and content of supervision include all areas of the internship experience including: a) case presentation; b) review of test data; c) direct observation, and; d) review of all evaluative work. To the extent that this may influence clinical work, the intern may be required to discuss personal information in supervision. The supervisor retains responsibility for the intern's clinical work and countersigns all evaluative documents.

TRAINING

The use of the seminar format, taught by RACSB faculty, from multiple programs, as well as clinical providers outside of the agency, assures a clear boundary between training and work experience. The approach guarantees that the interns receive much more than "on the job training." Interns are involved in four seminar programs during the internship. Interns are provided an average of at least 2 hours of didactic activities on a weekly basis and these trainings are specific to interns. The types of seminar programs vary from year to year and include areas such as Orientation, Assessment, Psychotherapy, Program Development and Administration, Professional Affairs, and Special Topics.

Orientation Seminar: During the first weeks of internship, a series of seminars are held to introduce interns to the agency as a whole, to the profession, and to the internship. During the first week, seminars include: General Orientation, Medical Records, Electronic Scheduling and Record Keeping, Health and Safety Training, First Aid, and CPR. Each intern will also complete the Virginia Emergency Services Certification (civil commitment) training and management of aggressive behavior training.

Program Development and Administration Seminar: Clinical Psychologists are often seen as leaders in the mental health field. By virtue of their high level of education, psychologists often find themselves in administrative positions. Unfortunately, many graduate programs do not prepare psychologists for these types of jobs and

responsibilities. In a rapidly changing environment, the role of psychologists is not clear-cut. The Program Development and Administrative Seminar is designed to provide an introductory exposure to program management, development, and assessment.

Psychological Assessment Seminar: This seminar provides a structured sequence of topics covering rationale, administration, scoring, interpretation, and communications of findings. Cognitive-intellectual, Objective personality, projective personality, forensic assessment, and neuropsychology (screening level) are covered. The seminar focuses on both adult and child assessment. The seminar meets each month.

Psychotherapy: By the time a doctoral student enters internship, she/he should have identified with a major system of psychotherapy (e.g., psychodynamic, existential, cognitive-behavioral, etc.), and have used this theory in practice with clients. The Psychotherapy Seminar is designed to assist interns in continuing this process, and provide interns a space to discuss their experiences with their clients and to review therapeutic considerations. Thus, the focus of this seminar is on therapy topics and interns' experiences with their clients.

Professional Affairs Seminar: This seminar is designed to assist psychology interns as they make the transition from graduate school to real world clinical practice. Topics include APA ethics, legal issues, risk management, and diversity. This seminar meets each month.

Special Topics I and II Seminars: Each year a member of the internship faculty, as well as various other providers are selected to provide these seminars relating to his or her particular area of expertise. This seminar provides a structured sequence of topics covering a specified evidenced based treatment or clinical population. Past topics have included GLBTQ affirmative therapy, specialized treatment for trauma and abuse survivors, and PTSD and the military. Unlike the seminars discussed above which are designed only for psychology interns, trainees in other clinical disciplines may attend the Special Topics seminar. This seminar meets each month.

Multidisciplinary Team: Each intern is expected to be a contributing member of a multidisciplinary treatment team with other RACSB staff. The team provides a venue for case staffing in a grand rounds style format. Interns are expected to be prepared to present in each session using a medical model standard case presentation style format for public interdisciplinary case presentations. Interns are also expected to provide thoughtful and sensitive feedback and suggestions when other members of the team present cases. This seminar meets two times per month.

Additional Training Opportunities: Other opportunities vary from year to year. In the previous internship program years, grand rounds were offered in child psychiatric medication issues. Other program years have been offered extensive trainings in group therapy, motivational interviewing, and substance abuse. Since 2003, RACSB interns have been offered the opportunity to complete Virginia Certification as Forensic

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Examiners. There is also the opportunity to spend one day a week at The University of Mary Washington to gain experience in a college counseling center. Additionally, interns have been able to participate in the Crisis Intervention Team (CIT) which is designed to instruct local, state, and federal law enforcement about techniques to effectively de-escalate clients with mental illness, and each intern may have the opportunity to conduct competency restoration therapy. There is also the opportunity for the interns to work with the Rappahannock Area Office on Youth conducting substance abuse psychological assessments and substance abuse groups for adolescents.

PROGRAM PLANNING AND DEVELOPMENT

Clinical Psychologists are often seen as leaders in the mental health field. By virtue of their high level of education, psychologists often find themselves in administrative positions. Unfortunately, many graduate programs do not prepare psychologists for these types of jobs and responsibilities. In a rapidly changing environment, the role of psychologists is not clear-cut. Interns will be afforded the opportunity for Program Planning and Development of the internship program and other areas of need within the agency.

RESEARCH AND PRESENTATIONS

The internship faculty at RACSB holds a scientist practitioner value system and is firmly committed to the improvement of clinical procedures through research. RACSB has devoted considerable priority to the development and maintenance of extensive clinical databases. The organization also houses a wealth of assessment and clinical data. There are also numerous opportunities to provide presentations throughout the professional community in the area and within the general population.

INTERN STIPEND AND BENEFITS

Stipend: \$20,800 (\$800 bi-weekly – before tax)*

Benefits: 120** hours paid leave (available for use after the first 90 days, and must be used prior to the end of the internship year), 12 paid holidays, dissertation leave time, professional leave time, paid professional liability coverage (\$1,000,000/ 3,000,000)

*All interns receive the same stipend and benefits.

**May be used for vacation, sick, family/personal reasons. We ask that our interns not take vacation during last 30 days of internship.

RACSB provides office space for interns to use and each intern will have his/her own desk, computer, and phone.

Weekly Time Estimates:

Clinical Practice: <ul style="list-style-type: none"> • Individual, group, family therapy • Psychological assessment 	15-20 Hours
Individual Supervision:	2 Hours
Group Supervision and Training Seminars:	4-5 Hours
Clinical Meetings:	2-3 Hours
Clinical Record Keeping:	4 Hours
Outreach and Case Management	2-4 Hours
Dissertation Time	2 Hours
Mean	40 Hours

Facilities and Resources:

All interns are furnished with work space and clinical space. Videotaping capability, live supervision, specialized testing, and group psychotherapy spaces are also available. Relevant testing resources are available but are shared across placements. Psychology library facilities are available to interns through the University of Mary Washington and the University of Virginia library consortium. Additionally, interns are provided access to a comprehensive online learning resource for health and human services, eLearning. Through eLearning interns have the ability to take training courses approved by the American Psychological Association.

Evaluation Process:

Psychology interns are given formal written and verbal feedback after the first three months in the program, after six months in the program, and at the conclusion of the internship year. Less formal feedback is available at any time. Constant evaluation and feedback is the hallmark of the clinical supervisory relationship. Interns also formally evaluate their supervisors and the internship program at the intervals noted above. Aggregate evaluative information from previous interns is available to applicants.

QUALIFICATIONS AND APPLICATION

The following are required for consideration as an applicant to the professional psychology internship program:

- Be enrolled in a professional psychology training program (clinical programs preferred)
- Have completed all coursework for the doctoral degree
- Have passed doctoral comprehensive examinations
- Preference is given to applicants with a minimum of 500 hours of clinical supervised practicum and/or externship in a clinical setting, 10 integrative testing reports, and prior clinical experience and practica in community mental health

RACSB utilizes the uniform online application process developed by the Association of Psychology Postdoctoral and Internship Centers (APPIC). The Application is called APPIC Application for Psychology Internships (AAPI). Matching, acceptance, and notification are subject to APPIC guidelines. Information regarding the internship and RACSB in general can be accessed at www.racsb.state.va.us or the APPIC website www.appic.org. Any additional questions can be answered by contacting RACSB's Director of Clinical Training, Dr. Jessica Espinoza at jespinoza@racsb.state.va.us

Applications to the RACSB Doctoral Internship Training Program must be received by November 30, 2014. Prospective candidates will be interviewed in January, and these onsite interviews are heavily weighted in terms of the matching process. Interviews will be offered only to applicants who have submitted a complete application file and only after these files have been screened by faculty committees.

The application should be submitted online as part of the uniform online application process, (AAPI), accessible at www.appic.org. Click on “APPI Online.”

Your online application should include the following:

- APPIC Application which includes essays and DCT verification of eligibility
- Cover letter
- Curriculum vitae

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- Three letters of recommendation.
- Two redacted writing samples, of which one **MUST** be an integrated psychological evaluation report. The second sample may be a case conceptualization or a treatment summary.
- A transcript of all graduate work

Following the Match, but prior to your placement, the following will also be required. All offers for internship are contingent on successful completion of these requirements:

- Intern Non-Disclosure Agreement (Confidential Information)
- Inquiries release and consent (background / criminal history investigation.)
- Pre-placement Drug Testing

RACSB completely adheres to all APPIC and National Matching Service policies

It is the policy of this Internship Training Program to provide equal employment opportunity with respect to all employment practices, and to administer such practices without regard to race, color, veteran status, religion, national origin, political affiliation, disability, sexual orientation, gender, or age unless gender or age are bona fide occupational requirements.

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Please address all applications and inquiries to:

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