

**The Talbert House Affiliation
Pre-Doctoral Psychology Internship Program
2010-2011**



Table of Contents

I.	Talbert House and Affiliates History.....	website
II.	Talbert House Mission Statement.....	4
III.	Psychology Internship Program Philosophy and Training Goals.....	5
IV.	Primary and Specialty Sites.....	7
V.	Sample Weekly Schedule.....	8
VI.	Supervision and Training.....	9
VII.	Evaluation.....	10
VIII.	Due Process/Grievance Procedures.....	11
IX.	Psychologists Participating in the Internship Program.....	13
X.	Qualifications, Benefits, and Application Process.....	14
XI.	Appendix I: Descriptions of Training Sites.....	website

Talbert House Mission Statement

MISSION

Talbert House is a progressive, multi-service, community-based, non-profit agency. Talbert House services a broad population and develops and delivers services in criminal justice, mental health, and substance abuse. These services have two basic purposes: to improve social behavior and enhance personal recovery and growth.

VISION

A regional, high quality, cost effective health and human services provider flexible in responding to customer and client needs.

VALUES

- *Advocacy* - support for our clients as well as the community.
- *Collaboration* - aligning and partnering with individuals, community and other organizations.
- *Comprehensive* - a readily accessible continuum of care.
- *Diversity* - everyone's uniqueness valued.
- *Integrity* - ethics in personal, professional and business behavior and respecting individual rights.
- *Innovation* - finding new and creative alternatives to meet client and community needs.
- *Personal Growth* - support for employees and clients to reach their individual potential.
- *Quality* - outcome oriented services and excellence in operational programs and internal systems.
- *Safety* - programs and facilities that represent security for the general public, clients and staff.
- *Spirit* - foster employee energy, creativity and caring.
- *Stewardship* - long term stability through sound financial performance.

CULTURE

- A culture of innovation that thrives on the creation of new services, new markets, and new niches to ensure a competitive advantage
- An environment that supports effectiveness, excellence, and professionalism, which makes Talbert House a great place to work

Psychology Internship Program Philosophy and Training Goals

The internship program at the Talbert House Affiliation reflects the practitioner-scholar model. By serving the unique needs of a largely diverse and clinically underserved population, interns are exposed to a wide array of service delivery. As a result, the range of rotations from which interns may select insures opportunities to experience a wide variety of patient clinical presentations and community-based programs. The internship also provides a strong emphasis on exposure to psychologists in a multiplicity of roles (e.g., clinician, supervisor, and administrator). Furthermore, interns will fully be immersed in the unique needs of public behavioral health clients, as they are often concurrently involved in multiple programs including mental health, community corrections, and chemical dependency. Such learning is continually informed by evidence-based standards of practice and change in the profession's knowledge base. This is consistent with our primary goal of training highly competent generalists capable of providing a range of evidenced-based psychological services to a clinically challenging and diverse patient population.

Therefore, the general philosophy of the internship program involves:

- Broad and general preparation for the practice at the entry level.
- Focused and in-depth post-doctoral preparation for specialty practice in public behavioral health.
- Integration of science and practice.
- Outcome measurement of training goals and practice.

Consistent with the training philosophy, each intern is expected to develop competencies in clinical skills and professional behavior. Our program has established five major areas of competency:

- **Assessment and Diagnosis:** The intern will demonstrate competency in conducting structured clinical interviews and administering and interpreting objective and projective assessment measures such as the WISC-IV, MMPI-II, and the Rorschach Inkblot Test. They will demonstrate a thorough knowledge of utilizing the DSM-IV in diagnosing individual clients, as well as the ability to communicate results.
- **Treatment and Intervention:** The intern will demonstrate competency in conducting psychotherapy (individual, family, group) in multiple settings with a variety of populations based on individualized, goal-directed service plans. They will demonstrate an understanding and knowledge of evidence-based interventions for DSM-IV diagnoses.
- **Ethics:** The intern will demonstrate competency in acknowledging and respecting ethical standards as it relates to the application of assessment and intervention. They will demonstrate an understanding of professional and legal standards in professional psychology including local, state, and federal laws, as well as APA

ethical standards.

- **Professional Development:** The intern will demonstrate competency in providing training to faculty and other interns in their area of interest and emerging area of expertise. They will become aware of the organizational and funding issues inherent in operating a large, comprehensive behavioral health system.
- **Cultural Diversity:** The intern will demonstrate competency in having an understanding of and sensitivity to human diversity issues in the practice of psychology. They will become familiar with empirical findings pertaining to diversity issues in assessment and intervention.

Note: The internship program for the 2010-2011 training year is not accredited by the American Psychological Association (APA). As of 10/30/2009 we are not yet a member of the Association for Psychology Postdoctoral and Internship Centers (APPIC), however application materials have been submitted and we are awaiting a response (pending 2/1/2010). Although the program was designed based on APA and APPIC standards, and accreditation or membership from these two organizations is being sought, there is no guarantee that the program will be successful in becoming accredited by either organization.

Primary and Specialty Sites

The Talbert House Affiliation is a large, comprehensive public behavioral health agency providing services in urban and rural communities. Interns will have the opportunity to serve clients in *primary* and *specialty* placement sites. The primary site is a 12-month, 24-hours per week placement at Centerpoint Health providing outpatient psychotherapy.

Placement at a specialty site can include one to three rotations. These rotations are determined by the intern and training director based upon experience, training needs, professional interests, and site availability. The specialty sites provide the intern with more intense exposure to particular client populations. Although the internship focuses on clinical practice, research and/or administrative experience may be available for interns who request it. Most sites are located within eight miles of the Executive Office in Walnut Hills, but some specialty sites are located in Brown, Butler, and Warren Counties.

The specialty sites include:

Mental Health

- Adult Services
- The Bridge
- Brown County Recovery Services
- Project Pass

Alcohol and Drug

- Alternatives for Young Men
- Brown County Recovery Services
- Men's ADAPT
- Passages for Young Women
- Women's ADAPT

Community Corrections

- Community Corrections Center
- Cornerstone
- Extended Treatment
- Men's ADAPT
- Pathways for Women
- Rewards Jail Intervention
- Spring Grove
- Turning Point
- Turtle Creek Center
- Women's ADAPT

Descriptions of each site can be found in Appendix I.

Sample Weekly Schedule by Semester (based on a 26-week semester)

First Semester		Second Semester		Yearly Totals	
Activity	Hours	Activity	Hours	Activity	Hours
CH Outpatient	24	CH Outpatient	24	CH Outpatient	1248
TH FFS	4	TH FFS	5	TH FFS	238
TH NFFS	0	TH NFFS	5	TH NFFS	130
Ind.		Ind.		Ind.	
Supervision	2	Supervision	2	Supervision	96
Group		Group		Group	
Supervision	1	Supervision	1	Supervision	48
Training	9	Training	4	Training	338

Descriptions:

CH Outpatient (Centerpoint Health Outpatient) - Interns would provide direct clinical care in one or more of Centerpoint's adult or children and families outpatient centers.

TH FFS (Talbert House Fee-For-Service Programs) - Interns would have the option of selecting a rotation at one of Talbert House's fee-for-service programs, including Alternatives for Young Men, NorthStar, Adolescent Outpatient, Passages for Young Women, The Bridge, Adult Services, Brown County Recovery Services, and Project Pass.

TH NFFS (Talbert House Non-Fee-For-Service Programs) - Interns would have the option of selecting a rotation at one of Talbert House's non-fee-for-service programs, including Community Corrections Center, Cornerstone, Extended Treatment, Men's ADAPT, Pathways for Women, Turtle Creek Center, Spring Grove, Turning Point, Women's ADAPT, Rewards Jail Intervention, and Administration.

Individual Supervision - Interns' cases are reviewed one-on-one with primary supervisor for a total of 2 hours of individual supervision weekly.

Group Supervision - One hour weekly.

Training - Can include group supervision, case conferences, didactic seminars, and team meetings.

Supervision and Training

All required clinical supervision of interns is provided by faculty who are licensed professional psychologists. Supervisors from other disciplines may provide administrative direction and clinical input as interns work within various programs. Interns would receive a minimum of two hours of individual supervision per week. Additionally, interns partake in group supervision and case conferences in order to expand the interns' capability of interpreting and conceptualizing assessment and therapy data. All supervisors are receptive to discussion of issues related to the integration of research and practice and discussion of multicultural issues and individual differences as they apply to their client contacts. Above and beyond scheduled individual and group supervision times, interns are encouraged to consult with faculty on an as-needed basis.

In addition, interns have the opportunity to participate in weekly didactic seminars. A sample of the topics in the seminars is provided below:

Behavioral Health Seminar:

Top Dx's in Public Behavioral Health
Treatment Modalities
Group Therapy
Crisis Intervention
Family Therapy
Diversity/Cultural Competency
Suicide Assessment and Management
Clinical Psychopharmacology
Medical Illness and Behavioral Health
Borderline Personality Disorder
Antisocial Personality Disorder

Psychological Testing Seminar:

Structural Analysis
Projective Assessment
Objective Assessment
Structured Interviews
Test Selection for Ethnic Minorities
Assessment of Young Children

Community Corrections Seminar:

Risk Principle
LSI
Milieu Management
Introduction to the Court System
Reducing Recidivism
Ethics in Corrections
Competency and NGRI
Treatment of Sex Offenders

Alcohol and Drug Seminar:

Motivational Interviewing
Abuse Vs. Dependence
IDDT
Disease Concept
Medication-Assisted Treatment
The Effects of Substance Dependency
Substance Use Disorders
Addiction Relapse
NIDA Principals of Treatment
Self-Help Groups
Substance Use and the Family

Administration Seminar:

New Employee Orientation
Risk Management
Understanding Medicaid and Medicare
Funding Sources for Behavioral Health
Relation to Billing Rules
Audits
Strategic Plan
Policy Development
Accreditation
CQI
Morbidity and Mortality
Work Flow
Managed Care
Clinical Supervision

Evaluation

In order to ensure that the interns are fully prepared by the end of the training year to assume the responsibilities of postdoctoral fellows or entry-level psychologists, each intern will receive formal evaluation ratings from her or his primary supervisor at two intervals (midpoint and completion) throughout the year. The midpoint evaluation is designed to provide the intern a progress report in order to increase self-awareness and identify areas that require further development during the second half of the training year. The evaluation at the completion of the internship is designed to ensure that the intern has successfully demonstrated competency in each area of the training program's goals and objectives, as well as to provide guidance for further areas of development during the postdoctoral years. Copies of the midpoint and completion evaluations will be sent to the training director at the intern's graduate program.

In addition to demonstrating proficiency in the stated areas of competency (i.e., assessment/diagnosis, treatment/intervention, ethics, professional development, and cultural diversity), interns are expected to meet the following requirements in order to successfully complete the internship:

- 2000 Hours: The internship requires one year of full time training to be completed in no less than 12 months, with 2000 hours of supervised experiences.
- Clinical Experiences: Consistent with APA and APPIC standards, the internship requires no less than 25% of the intern's time (per week) in direct client care. Face-to-face contact with clients include individual, group, and family therapy, psychological assessment, and psychoeducation.
- Didactic Seminars: Interns are expected to attend weekly didactic training sessions presented by the program's faculty, other Talbert House clinical staff, and community clinicians.
- Case and Didactic Presentations: During the last quarter of the training year, interns will be responsible for presenting cases to the faculty and other interns for discussion. In addition, interns will be responsible for providing three hours of didactic training on his or her emerging area of interest/specialty (e.g., dissertation topic) to the training committee, fellow interns, and interested Talbert House clinical staff.

After all requirements have been met, the intern will receive a certificate of completion at the conclusion of the training year.

Due Process and Grievance Procedures

The Talbert House Affiliation internship has a formalized due process and grievance procedure. Currently, the internship has identified five areas of clinical competency that are requirements for all interns and form the basis of continuous supervisory evaluation throughout the year. Specifically, these areas are: assessment/diagnosis, treatment/intervention, ethics, professional development, and cultural diversity.

In addition to the formal, written evaluations conducted at the midpoint and the end of the year, interns will be informally evaluated on the five areas of clinical competency during weekly supervision. Interns of Talbert House may be disciplined, including probation and dismissal, for any action or behavior which the agency believes is contrary to its interests or the interests of its clients. The following list includes *examples* of such conduct that may result in formalized remedial/disciplinary actions:

- Significantly deficient skill level in assessment and/or intervention
- Insubordination or unwillingness to accept supervisor input
- Ethics or professional violations including
 - Falsifying documents
 - Unauthorized disclosing confidential information
 - Practicing beyond authorized scope
 - Any other APA code violations
 - Unacceptable attendance
 - Disregarding safety procedures
- Legal violations including
 - Violating the agency's substance abuse/testing policy
 - A change in BCI status

Initiating Remedial Actions

When an intern's performance and/or conduct is determined by a supervisor to be unsatisfactory, prior to initiation of any remedial action, the supervisor should carefully and thoroughly investigate and document the facts of the matter to determine if remediation or discipline is warranted or if another, less serious, remedy is likely to alleviate the problem.

If other interns or employees are interviewed as part of the investigatory process, a written and signed statement must be obtained unless the agency determines that it is unnecessary. Interns are required to cooperate in an investigation and provide truthful and complete statements. In addition to obtaining signed witness statements and supporting documents, the investigator should document his or her observations and conclusions.

The commencement and resolution of a disciplinary investigation are to be conducted in a timely manner in accordance with the circumstances of the case. When the severity of

the allegation warrants, the agency may place an intern on unpaid administrative leave from work pending conclusion of the investigation. If there is no finding against the intern, he or she will be paid for the work days missed under unpaid administrative leave.

Determining the Appropriate Action

If a problem does arise, the supervisor will initially discuss the issue with the intern, adjust the frequency of supervision as appropriate (e.g., four hours per week), and set up a written plan of specific remediation steps to be taken. A copy of this plan is given to the intern, the training director, and the intern's graduate program.

If this action is unsuccessful, a meeting is scheduled with the intern, his or her supervisor, and the training director. The intern may be placed on probationary status at this time. The intern's graduate program is informed of this decision. Details of the probationary period are discussed at the meeting (including time parameters) and will typically include closer supervision with the intern's primary supervisor and with the training director. It is the decision of the training director as to whether or not the intern should continue providing direct service to clients.

If all remediation and probationary attempts are deemed to have had little behavioral impact on the intern (or if there are significant legal or APA ethical violations), he or she may face dismissal from the training program. The specifics will be reviewed and documented by the training director and the training faculty. The intern and his or her graduate program will be notified of this decision.

Intern Grievances

In the event that an intern encounters any difficulties (e.g., unsatisfactory supervision, caseload issues, and other faculty/intern conflict) during the training year, the intern is able to address the problem in several ways.

Initially, the intern is to express his or her grievances to their primary supervisor. If the issue cannot be resolved at that level, the intern would file a complaint with the training director. However, if the grievance is against the training director, the faculty will select an interim director to handle the complaint. If mediation fails and the intern and faculty member(s) are not satisfied with the resolution, the next level of appeal is to the full training committee. Written materials will be requested from the intern, the supervisor, and the training director to present to the full committee. If the grievance still cannot be resolved, the final appeal can be made to the Vice President of Talbert House to resolve the matter.

In cases where sexual harassment may be occurring and the intern is not comfortable discussing the issue with his or her supervisor or training director, the intern can elect to take the issue directly to the human resources director at Talbert House.

Psychologists Participating in the Internship Program

Ron Arundell, Ed.D.

Graduate School: University of Cincinnati
Internship: St. Joseph's Orphanage
Primary Site: Centerpoint Health (Roselawn)
Interests: Treatment of adolescent and adult sex offenders, child abuse, domestic violence, geropsychology

Gene Harris, Ph.D.

Graduate School: University of Washington
Internship: Hawthorn Psychiatric Hospital for Children and Adolescents
Primary Site: Centerpoint Health (Oakley)
Interests: Adolescence, forensic and psychological testing, depression, anxiety

Alan Mabry, Ph.D.

Graduate School: University of Pittsburgh
Internship: University of Pittsburgh Counseling Center
Primary Site: Centerpoint Health (Walnut Hills)
Interests: Adults, family therapy, administration, leadership

Marcia Rasch, Ph.D. (Training Director)

Graduate School: University of Akron
Internship: Child and Adolescent Service Center
Primary Site: Talbert House Executive Office (Walnut Hills)
Interests: Psychodiagnostic testing, child/adolescence, administration

Qualifications, Benefits, and Application Process

Applicants must have:

- Achieved candidacy status from a regionally accredited doctoral program in clinical or counseling psychology (APA preferred).
- Experience and interest in public behavioral health.
- Completed at least 400 intervention and assessment hours during clinical practica.
- A 12-month commitment beginning September 1, 2010.

As an affiliation employee, interns receive the following benefits:

- \$21,000 annual wage
- Health care
- Vacation
- Sick days
- Holidays

To apply for an internship position, an applicant must submit the following:

(electronic versions preferred)

1. A letter of intent indicating experience and interest in the public behavioral health sector
2. A current curriculum vita
3. An electronic version of the AAPI from the AAPI Online service of the Association of Psychology Postdoctoral and Internship Centers (APPIC) application.
4. Essays 1-4 (if not included in the electronic APPI)
5. Graduate Transcripts (if not included in the electronic APPI)
6. Three letters of recommendation

Application materials or questions about the program may be submitted electronically to:

Michelle.Maegly@centerpointhealth.org

Or mailed to:

Michelle Maegly, Psy.D.
Psychology Internship Program Administrator
Talbert House
2600 Victory Parkway
Cincinnati, OH 45206
513-751-7747 ext. 214