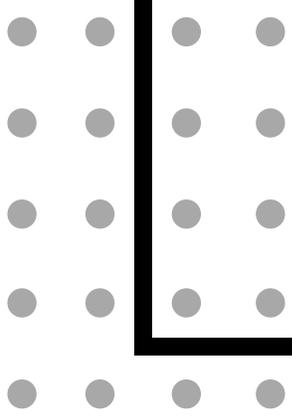


WRIGHT STATE UNIVERSITY
SCHOOL OF PROFESSIONAL PSYCHOLOGY
DOCTORAL INTERNSHIP PROGRAM



2019 - 2020
PROGRAM BROCHURE



WRIGHT STATE UNIVERSITY
 SCHOOL OF
PROFESSIONAL PSYCHOLOGY

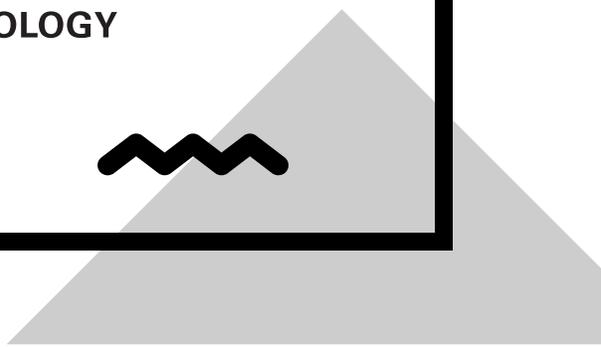


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Program Aim

The Wright State University School of Professional Psychology Internship prepares interns to be culturally competent clinical psychologists for practice in health service psychology. Integrating empirical evidence and practice, the Internship offers general exposure and focused training opportunities.

Program Mission

The Doctoral Internship Program (Internship Program) is a component of the Wright State University School of Professional Psychology (SOPP) and, as such, adheres to the same mission and philosophy of training. Thus, the Internship Program is also committed to a practitioner model of professional education that prepares for the entry-level practice of psychology and endorses core competencies defined by the American Psychological Association's (APA) Standards of Accreditation (SoA). The Program attempts to do this by offering generalist training with opportunities in specific clinical proficiencies. Generalist training is defined as psychological study and practice which is not defined by a specific problem domain, but is more concerned with how an area of need shapes theory building as a primary goal of training; by being concerned with holistic health more than mental health; and by using ideas and applications which expand the boundaries of professional concerns and responsibilities.

Accreditation Status

The Wright State University School of Professional Psychology Doctoral Internship Program is accredited by the American Psychological Association. Questions regarding our accreditation status can be directed to:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st St., NE, Washington DC 20002
Phone: (202) 336-5979/E-mail: apaacred@apa.org
Web: www.apa.org/ed/acccreditation

APPIC Membership Status

The WSU-SOPP Internship Program is a current member of APPIC and participates in the APPIC Match Service. The WSU-SOPP internship program is a member in good standing with the Association of Psychology Postdoctoral and Internship Centers (APPIC) and adheres to all of its guidelines regarding application, interviewing, and notification procedures. The WSU-SOPP participates in the Match program conducted by the National Matching Services. No person at WSU-SOPP will solicit, accept, or use any ranking-related information from any applicant prior to Match Day.

Program Philosophy and Core Competencies

The WSU-SOPP is committed to a practitioner model of professional education that educates students at the doctoral level for the eclectic, general practice of psychology. In order to be more explicit about the Program's goals of educating a generalist practitioner, the faculty of WSU-SOPP developed and endorses the following definition of the general practice of psychology:

The general practice of psychology is the broad application through quality services in the knowledge, attitudes and skills of the science, discipline and profession of psychology for the resolution of human problems and the enhancement of human effectiveness, in an organized manner, by a qualified psychologist or under a qualified psychologist's control.

(Adopted by the Faculty, 1992)

As this definition of the general practice of psychology would suggest, it is the goal of WSU- SOPP to produce a practitioner (psychologist) who is broadly educated rather than more narrowly trained for specialty practice and one who can demonstrate specific competencies in terms of knowledge, attitudes, and skills that reflect an understanding and integration of the science, discipline, and professional practice of psychology. This general educational/training goal and definition of our educational "outcome" has directed the faculty in the development of specific objectives for all aspects of the program, including the Doctoral Internship Program.

The more specific training standards of WSU-SOPP relate to core competencies that are basic to the role of the practitioner. In this regard, the WSU-SOPP endorses and adheres to nine (9) profession-wide competency areas* that have been defined by the Standards of Accreditation: 1) Research; 2) Ethical and Legal Standards; 3) Individual and Cultural Diversity; 4) Professional Values and Attitudes; 5) Communication and Interpersonal Skills; 6) Assessment; 7) Intervention; 8) Supervision; and 9) Consultation and Interprofessional/Interdisciplinary Skills. *Profession-wide competencies taken from the APA Commission of Accreditation's Standards of Accreditation written descriptions.

I. Research

This competency requires the intern to have a significant knowledge of scientific methods, procedures, and practices whereby they can demonstrate the ability to critically evaluate and disseminate research and other scholarly activities (e.g., case conferences, presentations, publications) at the local (host institution), regional, or national level.

II. Ethical and Legal Standards

This competency requires the intern to demonstrate competency and be knowledgeable of and act in accordance with the current version of the APA Ethical Principles of Psychologists and code of Conduct; relevant laws, regulations, rules and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines. Additionally, the interns should be able to recognize ethical dilemmas as they arise, and apply ethical decision-making procedures in order to resolve the dilemmas.

III. Individual and Cultural Diversity

This competency requires the intern to demonstrate how their own personal/cultural history, attitudes, and biases may affect how they may interact with people different from themselves; demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups, and encountered during internship; demonstrate knowledge of current theoretical and empirical knowledge as it relates to addressing diversity in professional activities; and demonstrate the ability to integrate knowledge of individual and cultural differences in the conduct of professional roles.

IV. Professional Values and Attitudes

This competency requires the intern to act in ways that reflect values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, concerns for the welfare of others; participate in self-reflection; engage in activities to improve performance, well-being, and professional effectiveness; demonstrate openness and responsiveness to feedback and supervision; and respond professionally to complex situations.

V. Communication and Interpersonal Skills

This competency requires the intern to engage in effective relationships with colleagues, clients, organizations, supervisors, supervisees, and all those receiving professional services; produce and comprehend oral, nonverbal, and written communications that demonstrate a thorough grasp of professional language and concepts; and show effective interpersonal skills while managing difficult communications.

VI. Assessment

This competency requires the interns to demonstrate competence in evidence-based assessment; select assessment methods that reflect the science of measurement and psychometrics; collection of relevant data from multiple sources; interpret assessment results from current research and professional standards which inform case conceptualization; recognize assessments which are subjective from those that are objectives and communicate orally and written documents findings which are effective to the specified audience.

VII. Intervention

This competency requires interns to demonstrate competence in interventions which are derived from a variety of theoretical orientations or approaches. Interns should demonstrate the ability to establish and maintain effective relationship with consumers of psychological services; develop evidence-based treatment intervention plans; and implement interventions which are relevant to the consumer's diversity characteristics and cultural variables

VIII. Supervision

This competency requires interns to demonstrated competence in the ability to apply supervision knowledge in direct or simulated practice with psychology trainees, or other health professionals.

IX. Consultation and Interprofessional/Interdisciplinary Skills

This competency requires interns to demonstrate competence in the ability to show respect for the roles and perspectives of other professions; apply this knowledge in direct consultation within individual's and their families, or other healthcare professionals, including role-play consultations, peer consultation, and consultation to other trainees.

Program Requirements and Training Activities

The Internship Program believes professional skills and attitudes are developed and internalized through mentoring, supervised clinical practice, relationship with clients and colleagues of diverse backgrounds, didactic training, scholarly, and opportunity to work with multidisciplinary professionals. Therefore, the Internship Program is structured so that interns assume increasing clinical responsibilities in the context of appropriate supervisory support and professional role modeling: work with diverse populations and with professionals from other disciplines; participate in didactic training regarding clinical topics and professional issues; present assessment and psychotherapy cases; and interact with and learn from diverse peers and supervisors who are engaged in a variety of professional roles and community settings. Two thousand (2,000) hours are required for Internship Program completion, with the Program commencing the first week of July and concluding the final week of June.

External rotations are managed through the Match, with internal rotations assigned by the Training Director based on intern preferences and other considerations. All rotations are 2 days per week for 12 months, with rotation structure predetermined to optimize the training experience, and 1 day a week reserved for intern development activities. Each intern is assigned a primary supervisor(s), who is a licensed psychologist, at each rotation and whose role, in collaboration with the rotation director, is to oversee the intern training experience at that rotation. In addition to the primary supervisor, interns are often assigned or have access to one or more secondary supervisors. Each primary supervisor develops with the intern an Individual Training Plan outlining training goals and objectives for that rotation. The primary rotation supervisor is available to the Training Director to discuss all aspects of the intern's experience during that rotation. The Training Director is the Internship Chief Psychologist and primary supervisor for all interns.

The combination of internal and external clinical rotations provide broad and general training and allow for the development of specialty skills, work with diverse and focused populations, and participation with interdisciplinary and/or diverse skilled professionals.

Direct Clinical Service Hours

The Internship Program requires that interns are engaged in direct clinical service for a minimum of 25% of their overall time in the program. To meet this minimum requirement, interns need to average no less than 12 direct service hours per week across rotations. Although no maximum standard has been set, when an intern's average direct services hours begin to exceed 50% of their time, their service delivery activities will be reviewed to determine whether activities constitute work rather than training. Annually, a minimum of 500 direct service hours will be required to satisfactorily complete the Internship Program.

Direct service hours include assessment and therapy services at various training rotations. Interns are encouraged to develop a training plan that includes diverse clinical activities (assessment methods, therapy modalities such as group and individual) with diverse clients under primary supervisor discretion.

- **Therapy Experiences**

According to the availability of types of cases at a given site, trainees are supervised in the provision of individual, group, family, and couples therapy. Therapy may also involve contact with family members, significant others, as well as consultation with school or employment personnel. The intern documents all therapy hours for which the primary supervisor authenticates the successful provisions of services on the printed monthly Time2Track forms. It is the intent of the program to train interns so that they are able to operate effectively within one or more identified models of therapy or intervention, with proficiency in the use of empirically supported approaches to behavior change. We also expect trainees and supervisors to process issues of diversity that impact all levels of clinical relationships including the relationship of supervisor and trainee and supervisee and client.

- **Assessment Experiences**

The Internship Program values critical thinking, and believes that sound conceptual and diagnostic skills are the foundation to a good psychologist. Assessment opportunities are available to interns throughout all rotations, with some rotations placing greater emphasis on assessment than others. Interns will be exposed to a variety of models and methods of psychological assessment that yield information useful in identifying strengths and needs in understanding clinical problems, and in measuring progress and accomplishments. Interns will use these models and methods as part of a systemic process to collect data and other information, translate assessment results into empirically-based decisions about intervention decisions and strategies, and to evaluate the outcomes of interventions. It is assumed that interns will enter the Internship Program with basic and sometimes advanced assessment skills, such as the ability to select appropriate instruments, proficient test administration, consistent accuracy in scoring and data, acquisition and integration of information from collateral sources as a part of interpretation, preparation of integrative written reports, and oral communication of findings and targeted recommendations. Assessment skill development includes, but is not limited to, interviewing, behavioral observations, functional behavioral analysis, estimation of adaptive behavior, cognitive, achievement, and/or emotional conceptualization and differential diagnosis consistent with the DSM-5. The Internship Program seeks to provide opportunities for interns to further hone and/or expand upon those basic conceptual and diagnostic skills, and in some instances to develop more specialized objective and protective assessment skills.

- **Consultation Experiences**

The Internship Program values critical thinking, and believes that sound individual, group and/or organizational consultative and advocacy skills are the foundation to a good psychologist. Consultation opportunities are made available to interns throughout all rotations, with some rotations placing greater emphasis on consultative experiences than others. Interns will be exposed to a variety of familial, mental health, educational, medical and/or other consultation models and methods. Interns, as appropriate, will utilize these models and methods, and apply them in appropriate settings based on the individual situation. Interns will collaborate effectively with others in planning and decision-making processes at the individual,

group, and /or systemic levels. Interns will also be given opportunities to collaborate in designing and developing procedures to promote emotional/behavioral health, enhance interpersonal relationships, and improve group/organizational functioning. Consultation experiences include but are not limited to a broad range of professional activities, including program evaluation procedures and behavior management plans. Interns will be encouraged to provide in-service training and other skill enhancement activities regarding issues of human learning, development, and emotional, behavioral and interpersonal well-being. Interns may be required to consult with teachers, parents, varied practitioners, administrators, community professional and/or other individuals, groups or systems.

Indirect Service Hours

- Supervision

Each intern will have a minimum of two primary supervisors during the training year. In addition they will have the opportunity to be exposed to or train with a number of secondary supervisors. The primary supervisor develops individual training goals, completes and reviews intern competency-based performance evaluations, and function in a mentoring/modeling role for the intern. Supervisors have diverse backgrounds, varied theoretical orientations, and clinical expertise, while valuing and promoting generalist training. All primary supervisors will be doctorate level and licensed in the State of Ohio and will fulfill all supervisor requirements as set forth by the Ohio State Board of Psychology. In addition, to help enhance the highest level of supervision and mentoring, and to meet all national licensing board requirements, all primary supervisors will be minimally experienced three years post-license, with the goal of assigning a supervisor who is five years post-licensure. Primary supervisors will be engaged at their respective training rotations a minimum of 2 hours per week.

Primary supervisors have full legal responsibility for the daily clinical activities of their assigned interns. In clinical decisions, the intern will adhere to the direction of their primary rotation supervisor who has final authority over all clinical services. All interns and supervisors are required to comply with all laws and rules governing the practice of psychology in Ohio, and APA Ethical Principles and Codes of Conduct. Primary supervisors shall maintain records of supervision. Each primary rotation supervisor will assure that each intern receives no less than 2 hours of individual face-to-face on a weekly basis at their respective rotation, personally or through secondary supervision. The primary supervisor and intern have a shared responsibility to assure that supervision occurs and is appropriately documented. Individual supervision may be augmented with group or other forms of supervision, but it cannot occur as a substitute for individual supervision.

Interns have the responsibility of communicating with their primary supervisor(s) if there is a problem fulfilling the supervision requirements, and if unresolved, informing the Training Director.

- Umbrella Supervision

Each intern is required to participate in clinical teaching for a minimum of at least one semester. This required experience will occur within the internal rotation, although external rotations may also provide this experience as well. Clinical teaching involves the intern providing "umbrella supervisor" or clinical consultation with a practicum trainee or other designee with less clinical training and expertise. Umbrella supervision will occur under the license of the primary supervisor, or delegated secondary licensed supervisor. This experience offers the intern the opportunity to further refine their own clinical skills, and also to gain an appreciation and confidence in their own clinical knowledge and skills from a developmental perspective. As this may be the first time that an intern has engaged in such training, umbrella supervision latitude will be at the discretion of the primary supervisor and rotation director. This experience should be clearly reflected within the intern's performance evaluations.

- Grand Rounds

Each intern is required to participate in other academic teaching and scholarly learning activities. Grand Rounds is one of those activities. Grand Rounds is an educational presentation that two (sometimes more) interns collaboratively develop to present to the WSU-SOPP student body, faculty, and other select guests. Each intern is expected to engage in this experience. Grand Rounds are scheduled by the Training Director, in consultation with the Associate Dean, at the beginning of the academic year, usually to occur during the fall and spring semesters. The interns may choose any topic or format for presentation, in consultation with and subject to approval of the Training Director. Presentation topics should be relevant to the targeted audience, and reflect critical thinking, literature review and theoretical considerations relative to contemporary issues within the field of clinical psychology. This includes divergent perspectives, while incorporating practice standard, ethical and legal issues, diversity considerations, and references/citations. Presentations are usually done in PowerPoint format, and are 90-minutes in duration. The intern co-presenters will receive written feedback regarding their performance by those in attendance, as well as their intern peers and Training Director after their presentation. An evaluative summary will be included in the semiannual performance summary submitted to the intern's graduate educational program.

- Didactic Training

Each intern is required to participate in professional development and scholarly learning activities in the form of a didactic seminar series as well as other educational workshops or professional forums. Didactic seminars have been developed for interns to ensure continuity in training, knowledge/skill progression, peer interactions, and focused learning opportunities. Content, coordination, and scheduling of didactic opportunities are facilitated by the Training Director. Each didactic seminar is evaluated by interns, with summative feedback provided to each didactic seminar presenter. Intern feedback is also periodically sought relative to content areas of interest for scheduling in future years. Didactic seminar presenters are usually psychologists, either WSU-SOPP affiliated or community-based, who have focused expertise. Each didactic is titled, and has a brief overview, goals/objectives, suggested readings, and abbreviated presenter bio. Didactic seminars are structured and scheduled for 90-minutes. During this time, the didactic presenter is invited to share their knowledge, expertise, and experience with the interns.

When feasible, interns are exposed to a daylong experience at the National Underground Railroad Freedom Center in Cincinnati, OH. The Freedom Center is nationally renowned for its address of diversity and oppression. As a part of this experience, interns have the opportunity to process/debrief with a Freedom Center consulting psychologist regarding their individual and collective experiences, and issues pertaining to diversity, oppression, social advocacy, and personal bias and responsibility.

Professional development is a value aspect of the Internship Program. In this vein, interns are required to attend the Ohio Psychological Association (OPA) annual convention as a group on the first day of the 3-day convention. At their own discretion, interns are encouraged to attend other days of the conference utilizing their professional leave time. Interns are also encouraged to submit posters for presentation at OPA, which some interns have done in recent years, with some having been chosen for top recognition honor. Although no financial assistance is available, interns are also encouraged to attend American Psychological Association (APA) or other national or regional conferences or association meetings.

- Case Conference

Each intern is required to participate in case conferences, which is a group supervision and clinical learning activity. The case conference is a progressive sequence of case presentations that runs across the training year, usually scheduled on Wednesday mornings. Each intern will present a minimum of three cases to their intern peers, Training Director, and select others during the year. Case presentation will be 1.5 hours in duration, with the intern presenter responsible for time management. The intern may select any case from

his/her internal or external caseload. The intern is responsible for obtaining any and all required consents required by law, supervisor, or rotations before presenting the case. An approved Authorization form is available for this purpose. All interns are required to comply with the APA Ethical Principles and Code of Conduct, Ohio law, and relevant professional guidelines.

There are several goals for the case conference. First, the presentations offer the intern the challenge of actively constructing and presenting clinical cases to colleagues. Open discussion focused around the questions raised by the case and its formulation. This may include, but is not limited to: ethical issues, diversity issues, clinical implications, robustness of the theoretical model, empirical support for this approach, etc. Second, they offer interns an exposure to a broader range and variety of problems, practice settings, and approaches to treatment than they might have available at their individual clinical rotations. Third, they offer interns the opportunity to be more comfortable in challenging variant clinical conceptualizations and providing critical and constructive collegial feedback. Fourth, they offer an exposure to a range of psychological perspectives, including that of community psychologists as case discussant. Finally, they offer a collegial forum for potentially lively, scholarly discussion and inquiry regarding case conceptualizations, data integration, psychopathology, diagnostic impressions, treatment modalities, outcome objectives, theoretical perspectives, multicultural integration, countertransference/personal bias, ethical/legal issues, multidisciplinary considerations, and client advocacy.

All presentations will be peer evaluated, in addition to evaluation by the Training Director and selected guests. The Case Conference Evaluation form will guide the evaluation, with summative case presentation outcomes shared with the intern presenter as well as her/his academic graduate program. The Training Director will also evaluate each intern participant relative to quality and quantity of their weekly participation in the case conference process. Intern attendance and active participation in case conference are mandatory. The Training Director is the facilitator of this process; however, each intern has a shared responsibility for each case conference outcome.

- Vertical/Clinical Consultation

Interns will engage in Vertical/Clinical Consultation regularly. This experience provides an opportunity for the interns, in collaboration with their peers, supervisors and the Training Director, to further develop knowledge, attitudes, and skills through discussions of clinical material and/or guided topical coverage. Some subjects which may be covered are:

- Feedback on a specific case not covered in a case conference
- Ethical issues
- Diversity issues in a particular case
- Expansion of case conference regarding a therapeutic approach or assessment measure
- Other issues of a professional development nature which the Training Director chooses to address

- Special Project/Research

Each intern is required to participate in a broadly defined self-directed clinical or learning activity, which is defined as a Special Project. The Special Project augments other aspects of the Internship Program by providing the intern with the opportunity to pursue more focused or specialized clinical or research activity of their own special interest. The intern, in consultation with and approval thereof, with the Training Director, develop a plan for the Special project. The plan must be developed and approved no later than midyear. The plan, of approximately two pages, will summarize the nature of the project, outcome goals, learning objectives, timeframe, faculty that will supervise the activity. Without setting specific hour requirements, the special project will occur over at least one quarter. Special projects can include but are not limited to: 1) Involvement in research projects, 2) Developing program evaluation studies, 3) Teaching Assistantship for a course at SOPP, 4) Doing extra consultation activities, 5) Receiving extra training (e.g. becoming involved in a Gestalt Training Institute), 6) Working on a scholarly writing project, 7) Making a professional presentation. The only restrictions are the special project cannot be used to complete his/her dissertation and if clinical in nature, it is beyond the scope of the requirements of their two assigned clinical

rotations. Clinical activities must have a designated supervisor and research efforts may be subject to WSU Institutional Review Board approval. As the Special Project is individualized and intrinsic to each intern, the intern will not be given specific structure or designated time to complete the Special Project. Where possible, the Training Director will try to assist in identifying university resources or settings to facilitate the completion of a special project. At the conclusion of the Special Project the intern must submit an evaluative summary of the experience, approximately two pages, which describes outcomes, obstacles, recommendations, and pertinent issues relative to their Special Project.

Rotation Sites

Internal Rotations (Applicants may choose 1 internal rotation for which they may be considered)

Wright State University Counseling and Wellness Services

Rotation Description

Counseling and Wellness Services (CWS), a unit within the Division of Student Affairs, is the primary mental health resource for Wright State University (WSU) students. CWS is located on the lower level of the Student Union on the Dayton campus. CWS provides a wide range of services, including therapy; assessment; crisis intervention; outreach programming; consultation; and psychiatric services. The mission of Counseling and Wellness Services is to promote optimal student wellness and mental health and the pursuit of social justice through the provision of quality education, consultation, and clinical service and training as an active presence in the Wright State University community with an appreciation for multiculturalism and diversity.

Overview of Intern Activities

Interns are integral to all aspects of CWS services. Typical hours of operation are Monday - Friday, 8:30am - 5:00pm. Interns will gain experience with conducting an Evaluation for Service, which is a brief evaluation of presenting concerns and assessment of areas of functioning to facilitate referral into CWS services. Interns also engage in group therapy, individual and couples therapy, assessment integrated into treatment (academic, career and diagnostic) and outreach programming. Interns are expected to complete a minimum of three outreach programs per semester. CWS Interns also provide supervision to a practicum student and receive weekly supervision of supervision. Interns attend CWS Staff Meetings on Wednesdays from 8:30 -10:00; topics cover issues relevant to college student mental health as well as professional development.

Overview of Supervision Model

Supervision is a highly valued activity at CWS. Interns receive a minimum of 2 hours of supervision per week (90 minutes of individual supervision, 30 minutes of supervision of supervision, and and 30 minutes of supervision of group). CWS integrates advanced technology through the inclusion of video recording of all direct client contacts and all records are electronic. Interns are assigned a primary supervisor and have the opportunity to interact with multiple supervisors and clinical staff, who have varied clinical interests and theoretical orientations.

Primary Psychological Supervisors

Robert A. Rando, Ph.D., ABPP, Ball State University, 1993, is a WSU-SOPP Associate Professor and the Director of the Counseling and Wellness Services and serves as Assistant Vice President for the Division of Student Affairs. His clinical focus is on the treatment of men's issues, physical aggression victimization and perpetration, vocational/career counseling, mindfulness, and sports psychology. He has also taught courses in advanced theories of supervision. Dr. Rando maintains membership in Divisions 17 and 51 of the American Psychological Association and the Association of University and College Counseling Center Directors.

Daniela Burnworth, Ph.D. is a graduate of the Counseling Psychology program at The Ohio State University. She completed her internship at the counseling center at Ball State University. Currently, she is the Associate Director for Clinical Training at Counseling and Wellness Services and is an adjunct instructor for the School of Professional Psychology. She maintains membership in the Association for College Counseling Training Agencies (ACCTA) and is

a member of APA divisions 17 and 35. Areas of professional interest include feminist therapy and supervision, gender and gender identity/expression, identity affirming therapies, trauma-informed therapy, career assessment and intervention, and disordered eating/body image concerns.

Jessica Moss, Psy.D., is a graduate of the School of Professional Psychology at Wright State University. She completed her internship at Southern Louisiana Internship Consortium, which is based in Mental Health Services at Louisiana State University. She completed a postdoctoral fellowship through the School of Professional Psychology. Currently, she is the Coordinator for Group Services at Counseling and Wellness Services. She is a member of APA division 35. Areas of professional interest include feminist therapy, group therapy, dialectical behavior therapy, therapeutic assessment, assessment using the Rorschach, intimate partner violence, trauma-informed therapy, and LGBTQA-affirmative therapy.

Ellis Human Development Institute General Practice Clinic

Rotation Description

The General Practice Clinic (GPC) is a community-based training and service clinic housed at the Duke E. Ellis Human Development Institute under the auspices of the WSU-SOPP. Within the context of its primary training mission, GPC provides broad-based psychological services to a very diverse, but primarily underserved, low SES, and disadvantaged clientele. GPC is primarily staffed by psychology trainees at all levels of training under the supervision of SOPP faculty. Clinical staff works across a broad range of theories and approaches in implementing effective interventions. GPC addresses a variety of problems/concerns within a generalist model and provides a variety of therapy, assessment, and consultation services within an individual, group, or familial context.

Overview of Intern Activities

Interns gain specific experience refining their clinical, diagnostic, and conceptualization skills, as well as clinical/report writing and supervisory skills, while learning to balance the multiple roles of a psychologist in training. Interns are responsible for client intakes, clinical triaging, therapy, case management, outreach and treatment planning. A structured record management system for client documentation is utilized. Interns maintain a primary therapy caseload (individual and group) augmented with assessment cases. Consistent with our generalist training philosophy, interns may see both child and adult clients. Assessment cases are diverse in nature with a variety of assessment instruments available, with integrative batteries, and comprehensive written reports often required. All interns are expected to complete, at minimum, 2 psychological assessments, with some interns completing considerably more assessments depending on clinic need and supervisor expectations.

Typically, interns are on-site at the Ellis Human Development Institute 16 hours per week. Additional hours may be required depending on an intern's caseload, clinic assignments and proficiency with paperwork/report writing. Interns are required to work in GPC at least one evening a week and are on-call weekly. Interns are allotted the opportunity to provide clinical consultation and umbrella supervision to 2nd, 3rd, and 4th year student trainees. Interns are generally the first point of clinical consultation for trainees. Training also incorporates a minimum requirement that structured umbrella supervision, where an intern directly supervises one or more cases of an assigned trainee, occurs over at least one semester while concomitantly receiving umbrella supervision. This experience affords interns the opportunity to develop their supervisory skill competency. Interns also expand their supervisory skills by assisting supervisors as a member of consultation intake teams. Weekly staff meeting attendance is also required.

Interns can expect to participate in outreach and community engagement while at the Ellis Human Development Institute. In addition, interns, in conjunction with supervisors or other approved staff, may partake in consultation, as well as program development, implementation and evaluation activities.

Overview of Supervision Model

Extensive supervision is provided through this internal rotation. All direct service contacts are videotaped and available for supervisory review. Interns are assigned a primary supervisor, but are exposed to and interact with multiple supervisors who have varied clinical interests and theoretical orientations. In addition to a primary supervisor, interns may be assigned a focus or secondary supervisor. Supervision focuses on clinical competencies, with increasing emphasis on professional development/identity issues as the training year progresses.

General Practice Clinic Director and Ellis Institute Executive Director

Mary Jane Kocian-Figueroa, Psy.D., MPH, received her doctorate from the Illinois School of Professional Psychology in 1999. Dr. Kocian-Figueroa is the Executive Director of the Duke E. Ellis Human Development Institute and oversees the operation of the General Practice Clinic as well as the Assessment Services Clinic. Dr. Kocian-Figueroa has clinical experience with school-aged children, adolescents, and adults of all ages. She is a member of the American Psychological Association and the Dayton Area Psychological Association.

Potential Internship Supervisors

Jeffrey Cigrang, Ph.D., ABPP-CH, earned a doctorate in clinical psychology from the University of Memphis and completed a postdoctoral fellowship and board-certification in Clinical Health Psychology. In 2014, Dr. Cigrang joined SOPP as an Associate Professor. His clinical/research interests include military psychology (deployment-related PTSD, effects of military lifestyle on individual/relational functioning), primary care integration (adaptation of evidenced based psychological treatments), and health psychology. He has published in peer-reviewed journals and has received research funding from the Department of Defense. He is a member of the Association for Behavior and Cognitive Therapies (ABCT).

Wendy R. Dragon, Ph.D., joined SOPP in 2013 as an Assistant Professor. She obtained her graduate degree from Kent State University in 2012 and has expertise and experience in assessment, broadly, with focused expertise in personality assessment. She also has experience in the treatment of severe mental illness and personality disorders. Her theoretical focus is primarily Acceptance and Commitment Therapy. Dr. Dragon is a member of the Association of Women in Psychology (AWP) and APA.

Gokce Ergun, Ph.D., is an Assistant Professor at SOPP. She completed an APA-accredited internship at the University of Minnesota Medical School and Children's Hospital. Her teaching interests are Cognitive Assessment, Educational Assessment, Integrative Assessment and Neuropsychology. Clinical interests include infant and toddler assessment, pediatric neuropsychological assessment, psycho-educational assessment, school psychology, school consultation, treatment of externalizing and internalizing disorders of childhood, parent training, developmental disabilities (Autism spectrum disorder, Fetal Alcohol Spectrum Disorder), and prenatal drug and alcohol exposure. She is a member of APA, including Division 40, and the National Association of School Psychologists.

LaTrelle D. Jackson, Ph.D., obtained her bachelor, Master's, and doctoral degree from the University of Georgia. In 2014, Dr. Jackson joined SOPP as an Associate Professor. Prior to her arrival at Wright State University she served in various capacities at Regent University (Director of Clinical Training, Psychological Services Center Director, and Special Assistant to the Vice President for Student Affairs/Special Assistant to the Executive Vice President), University of Florida (Staff Psychologist, Coordinator of Intern Consultation), and Penn State University (Staff Psychologist/Multicultural Student Programs and Services Coordinator). She has professional interest and expertise in consultation, supervision, forensic psychology, and group therapy. Her theoretical/therapeutic focus is anchored in choice theory (Reality) with an appreciation for a developmental framework utilizing cognitive behavioral techniques. She has served as the American Psychological Association Secretary/Hospitality Chair – Division 36 and as a faculty advisor for the Association of Black Psychologists – Student Circle. Currently, she is a member of the American Psychological Association and National Association of Forensic Counselors.

Larry C. James, Ph.D., ABPP, Professor and Director of SOPP's Continuing Education Program, joined SOPP in 2008 and previously served as Dean. Teaching and research interests include mental health consultation, administration, research, and clinical practice; military psychology and expert on global war on terrorism; development of behavioral services in primary care, obesity, and eating disorders.

Jeremiah Schumm, Ph.D., obtained his graduate degree from Kent State University and joined SOPP in the fall of 2016 as an Associate Professor. His clinical/research interests include working with veterans addressing issues of abuse/maltreatment, PTSD, and substance use; as well as serving families and couples. He is a member of the American Psychological Association's Divisions 12 (Clinical), 50 (Addictions), and 36 (Trauma Psychology), the Ohio Psychological Association, and International Society for Traumatic Stress Studies.

Michelle Vaughan, Ph.D., is a graduate of the Counseling Psychology Program from the University of Akron. She completed her internship at Towson University Counseling Center in Baltimore and a post-doctoral fellowship in Addictions at the University of Virginia - Center for Addiction Research & Education (UVA-CARE). She is an Associate Professor at SOPP, specializing in the intersection of positive psychology (strengths) and LGBTQ psychology, substance use disorders, sexuality, and consensual non-monogamies (polyamory) in clinical work, research, and practice.

Other GPC Faculty/Staff

Eréndira López-García, Psy.D., a graduate of Wright State University's School of Professional Psychology, joined the Ellis Human Development Institute in 2017. Prior to that, Dr. López-García worked in Wright State University's Office of Disability Services. Dr. López-García's responsibilities at the Ellis Institute involve oversight of outreach. In addition, she has an interest in facilitating groups for young adults with autism. Dr. López-García is well known in the Ohio Latino Community. She is the cofounder of the Latinas in Ohio: Facing Challenges and Taking Action initiative. She presents locally, nationally, and internationally on mental health issues, disability, Latino psychology and cross-cultural issues.

External Rotations (Applicants may choose up to 2 external rotations for which they may apply)

CompDrug, Inc. (APPIC Match Number 151322)

Rotation Description

CompDrug serves the mental health and substance abuse treatment needs of the Central Ohio area with evidence based interventions for Medicaid and Franklin County ADAMH clients. Our clinical focus centers on emotion regulation and coping skills training grounded in the psychological research areas of Interpersonal Neurobiology and Cognitive and Social Learning Models. These treatment interventions are recognized by the National Institute of Drug Addiction, as evidenced based interventions, for the treatment of Opioid Use Disorders. The core elements of CompDrug's treatment interventions are Dialectical Behavior Therapy, Communication Skills Training, Social Skills Training, Motivational Interviewing, a SMART Recovery support group and Relapse Prevention Training.

CompDrug is centrally located near the Ohio State University in Columbus, Ohio. Outpatient Services are provided for adults, 18 years and older, including individual counseling, medicated assisted treatment for opiate addicted populations, on-site psychiatric services, psychological assessment, crisis services, case management, group psychotherapy, vocational/educational services and psychoeducation in a range of modalities. In addition, Intensive Outpatient Treatment, with gender specific services, are provided for adults requiring a higher level of care, including an Art Therapy component. Childcare services for clients with young children are available, so clients are free to participate in identified treatment venues. Furthermore, both pregnancy and postpartum psychological and psychiatric services are provided for opiate addicted mothers in conjunction with community obstetrical providers. Post-delivery Parenting Classes are also on-site for new mothers and fathers requiring childcare education and support.

CompDrug offers access to a VA therapist for veterans through a working agreement with the Office of Veteran Affairs. Likewise, treatment services are provided for substance abusing clients involved with the Franklin County court system in lieu of incarceration. Therapeutic Communities have been established in five of Ohio's prisons for incarcerated felons with substance abuse histories. Finally, primary prevention services are available for our adolescent population through the international on-site Youth2Youth program.

Overview of Intern Activities

Interns at CompDrug will be working two days a week throughout the training year. They will provide individual psychotherapy, crisis services, group psychotherapy and psychological assessment upon referral. Opportunities are available to work with the entire CompDrug client population and interns will be challenged to develop additional programming in their areas of interest. A typical day will consist of working on a multidisciplinary team in an outpatient mental health/substance abuse treatment environment. Psychological report writing will focus on those cognitive, personality, diagnostic and neuropsychological factors, which create challenges for the referring clinician. Successful interns will need excellent communication skills, enjoy working in a multidisciplinary setting, and demonstrate flexibility and a strong work ethic.

Overview of Supervision Model

Supervision is a primary strength of CompDrug. In addition to weekly individual supervision, interns will attend a monthly supervision session with the entire counseling staff to discuss new developments in the psychological field. Furthermore, interns will be expected to attend a once a month small group supervision meeting, which focuses on challenging cases in the multidisciplinary environment and peer review.

Primary Psychological Supervisors

Franklin "Jody" D. Hurt, Ph.D. is a 1988, Ohio State University alumnus. He has extensive psychotherapy, psychological assessment, addiction treatment and forensic experience. He has focused expertise in the area of neurobiological factors in substance abusing populations.

Alison Linn-Mowery, Ph.D. is a 1989, Ohio State University alumnus. She has specialized treatment history in the areas of forensics, psychotherapy, applied behavioral analysis, psychological and developmental disability assessment.

Dayton Children's Hospital (APPIC Match Number 151313)

Rotation Description

The Dayton Children's Hospital is regional pediatric referral center and is the only facility in the region devoted to the health, safety, and information needs of children and their families. Children's has a multidisciplinary staff and its Psychology Department offers a wide range of services to address the behavioral and emotional needs, as well as medically-related adjustment problems, of children, adolescents, and their families. Specialized assessments, testing, and counseling are offered on an in/outpatient basis. Staff members treat/consult on various multidisciplinary teams including trauma/abuse, pulmonary, neurology, hematology, oncology, diabetes, developmental delay, and cognitive/learning disorders.

Overview of Intern Activities

Approximately 60% of intern time is devoted to inpatient consultation/liaison work, 30% outpatient services, and 10% group engagement. However, this rotation offers interns the opportunity to be engaged in a vast array of services dependent upon their interest. Interns provide predominantly individual therapy, although opportunities for group and family psychotherapy are available, and serve in some multidisciplinary clinics. Brief and comprehensive evaluations are conducted in both inpatient and outpatient settings. Interns also may provide in-service education and orientation presentations for medical staff as well as consultation to various multidisciplinary care teams and departments regarding patient management, treatment compliance, and other intervention concerns.

Overview of Supervision Model

Intensive individual supervision is regularly scheduled, with supervision also available on an as need basis. Additionally, live supervision is often employed where the supervisor and intern engage as co-therapists. In addition to the primary supervisor, ten other psychologists are on staff and are available as secondary supervisors. Interns are given opportunities to attend various departmental educational rounds.

Primary Psychological Supervisor

Mary Beth DeWitt, Ph.D., received her doctorate degree from The Ohio State University in 1995 and completed a fellowship in pediatric psychology at Columbus Children's Hospital. She has been employed at Dayton Children's since 1997. Her primary interests are assessment and treatment of children with developmental and behavioral concerns, specifically autism, and those with chronic illnesses.

Eastway Behavioral Healthcare – Forensic Psychiatry Center for Western Ohio (APPIC Match Number 151321)

Rotation Description

The Forensic Psychiatry Center for Western Ohio, a division of Eastway Behavioral Healthcare, is one of ten Community Forensic Psychiatric Centers certified by the Ohio Department of Mental Health and Addictions Services to provide court-related evaluation services to the Criminal and Juvenile Divisions of the Common Pleas Court, the Municipal Court and the County Courts in eleven Ohio Counties. The center provides psycho-legal opinions which aid the court in determining the disposition of cases in which substance abuse, mental illness, emotional disturbance, and/or maturity may have influenced the defendant/respondent's behavior and/or their ability to participate in a court proceeding or rehabilitation.

Overview of Intern Activities

Interns who train with the Forensic Psychiatry Center for Western Ohio will assist in the evaluation process by conducting psychosocial history interviews and collecting collateral information on the defendants/respondents being assessed. They also will participate in record attainment and review. Interns also will administer and score tests of intellectual ability and adaptive functioning. They further will administer and score measures designed to detect malingering as it pertains to psychiatric symptoms, intellectual deficits, and memory impairment. Lastly, interns will participate with case-formulation and report writing.

In addition, interns will have the opportunity to provide treatment-related services through the Adult Recovery Services (ARS) division of Eastway Behavioral Healthcare. ARS serves a diverse, multi-cultural, clientele and is the largest provider of mental health services for adults in Montgomery County, Ohio. The clients that are served receive treatment for a variety of chronic and persistent psychiatric illnesses. They also receive treatment for substance-related disorders. Opportunities to develop and facilitate therapeutic treatment groups subsequently will be available. Opportunities to conduct individual therapy also will be available.

Overview of Supervision Model

Supervision is provided via a mentorship model, through which interns work closely with a licensed psychologist on each assessment case. Primary supervision is provided by the Director of Forensic Services; whereas secondary supervision is provided by one of the eight (8) Licensed Psychologists who staff the center. Interns also attend group supervision sessions with other doctoral-level psychology trainees.

Primary Psychological Supervisor

Kara E.A. Marciani, Psy.D., ABPP, earned a doctorate in psychology from Xavier University in 2001. She became licensed as a psychologist in the State of Ohio in 2003, and she was awarded Diplomate status in forensic psychology by the American Board of Professional Psychology in 2009. Dr. Marciani is the Director of Forensic Services at the Forensic Psychiatry Center for Western Ohio. She also serves as the Forensic Monitor for fourteen counties in western Ohio. In addition to her employment with the Forensic Psychiatry Center for Western Ohio, Dr. Marciani

is the President and Chief Psychologist for Marciani Psychological Services, Inc. (MPS, Inc.). MPS, Inc. provides private professional psychological services to individuals, estates, firms, and organizations on a contract basis.

Miami County Juvenile Court (APPIC Match Number 151318)

Rotation Description

Miami County Juvenile Court administers a variety of programs to serve court-involved youth in Miami County and surrounding areas. The Juvenile Court is located inside the Miami County Safety Building in downtown Troy, approximately 30 minutes north of Dayton.

The external rotation for psychology interns at Miami County Juvenile Court involves a 2-day per week time commitment. This is typically a Monday/Thursday or Tuesday/Friday rotation from 8am to 4pm. As a member of the Juvenile Probation Department and under the direction of the Chief Probation Officer, the intern will gain a variety of assessment, intervention, and consultation experiences within the court. The intern may also work with affiliated facilities such as West Central Juvenile Detention Center, West Central Juvenile Rehabilitation Center, Miami County Educational Service Center Opportunity School, and Miami County Juvenile Court's Piqua office.

The intern will be heavily involved in the development, implementation, and evaluation of evidence-based treatment programs for court-involved youth. Assessment opportunities may include brief and extended psychological batteries for incarcerated/probated youth. Intervention opportunities may include direct individual and group services to incarcerated/probated youth. Additionally, the intern may provide direct assessment and intervention services for youth that are involved in the court's Diversion and Truancy programs. Opportunities for special projects may be explored by the intern in consultation with court magistrates and probation officers. Individual supervision is provided, as well as phone supervision as needed for emergent issues. Opportunities for supervision of live and/or taped intern practice is available. Interns will also be given opportunities for special projects, such as teaching, speaking engagements, or consultation with other professionals and agencies. Supervision will take place at an agreed upon location within close proximity to the training site.

<u>% Time</u>	<u>Task and Responsibilities</u>
50 %	Psychological batteries for incarcerated youth/probation youth
10%	Implementation, development and evaluation of evidence-based treatment programs
30%	Providing psychotherapy/education and consultation to include individual and group service
10%	Training, supervision and support

Primary Psychological Supervisor

Stephen Liptak, Psy.D., is a 1991 WSU SOPP alumnus. He has extensive psychotherapy and mental health assessment experience. He has been with UVMC since 1998, and is a member of the Medical staff. He currently holds the position of office administrator with Upper Valley Outpatient Behavioral Health, a local hospital approximately 5 minutes from Miami County Juvenile Court. He has a focused expertise in child/adolescent issues, especially ADHD. He has extensive training and certification in Cognitive Behavioral Therapy and Dialectical Behavior Therapy. Dr. Liptak is actively involved in psychological assessments for a variety of conditions and concerns. He maintains a limited private clinical practice, and is an adjunct professor at the University of Dayton.

Primary Site Supervisor

Elizabeth Yingst, MA, is a 2010 WSU alumnae. She has a Master's in Criminal Justice and Social Problems. She has been with Miami County Juvenile Court since 2004 and the Chief of Probation since 2016. Prior to becoming chief, she worked with youth placed in secure and unsecure residential treatment facilities across the state of Ohio, reentry youth, and drug court. Mrs. Yingst has a background in program development and implementation and services several grants to implement EBP for the court.

Summit Behavioral Healthcare (APPIC Match Number 151320)

Rotation Description

Summit Behavioral Healthcare is the largest public state psychiatric hospital within Ohio and is located approximately 45 minutes from Dayton. It provides services to approximately 290 patients with a diverse and multicultural population. The facility was completed in 2006, and features a state of the art "treatment mall," where patients attend groups, receive other centralized services, and then return to their residential units. Summit provides recovery-based inpatient services to civil and forensic adults with serious mental illness, with over 70% of beds utilized by forensic patients who are under criminal court jurisdiction. Summit serves acute and long-term inpatients. Summit receives referrals from court, local mental health centers, and regional acute care hospitals.

Overview of Intern Activities

Interns are engaged in individual and group psychotherapy, milieu therapy, psychological assessments, multidisciplinary treatment team meetings, case conference, and other clinical and administrative activities. Interns will carry a caseload of brief and long-term individual psychotherapy clients with diverse presentations across the functional spectrum and phase of recovery. Group therapy is a primary therapeutic modality, with interns typically conducting 2 groups per week (independent and co-led with supervisor). Psychological evaluations are periodically requested to aid in differential diagnosis and treatment planning, with common referral questions relating to cognitive functional status, malingering/feigning, and personality assessment. Interns consult and collaborate with an interdisciplinary unit staff on a daily basis. Opportunities for consultation across different units likely will present themselves. The intern will collaboratively work with their supervisor to design their experience across the year on an ongoing basis in order to build professional competencies in a variety of areas and to develop a growing professional identity.

Overview of Supervision Model

Supervision is provided via mentorship and developmental models, with supervision scheduled weekly (alongside daily mini-consultations) to discuss events, cases, and professional development issues. Collaboration and growth are prime themes, with the desire for the intern to increasingly enter the role of colleague and develop their professional voice. In addition to the primary supervisor, secondary supervisors are always available, with thirteen psychologists employed within this facility. Didactic seminars are presented both live and via teleconference throughout the year. Interns are also invited to attend Behavior Therapy Conferences and other seminars that come up periodically throughout the training year.

Primary Psychological Supervisor

Dr. Rachel Thompson earned her Ph.D. in 2012 from the University of Cincinnati and completed her pre-doctoral internship at the Missouri Health Sciences Psychology Consortium. Her clinical interests include anxiety/stress and trauma, aggression and impulse control, and building recovery from severe mental illness. Dr. Thompson's clinical practice and orientation are influenced heavily by social learning theory and cognitive-behavioral frameworks, integrated with elements of humanism, motivational interviewing, and interpersonal processing. She has received certification in Cognitive Processing Therapy from The Department of Veterans Affairs. Dr. Thompson enjoys spending her free time dancing, practicing yoga, and exploring the outdoors.

Internship Admissions, Support, and Initial Placement Data

Date Program Tables Updated: 08/24/18

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic preparation requirements:

The Internship Program differs from the SOPP's other training program in that it occurs during the final year of clinical training (post-practicum) for doctoral students and, as such, is designed to ensure that students who complete the program are prepared for entry-level practice in clinical psychology as set forth by APA's SoA's Core Competencies. Interns are expected to move toward a more independent level of practice and to present themselves in a professional and scholarly manner. The program is designed to be sequential, cumulative, and graded in complexity. The internship is primarily experiential in nature. While participating in substantive amounts of clinical practice, interns receive intensive supervision and didactic training to help solidify their understanding of psychological theory and research as it applies to practice.

Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many: Applicants must have 1,000 hours in which there is:

Total Direct Contact Intervention Hours	<u>Yes</u>	No	Amount: 500 hours
Total Direct Contact Assessment Hours	<u>Yes</u>	No	Amount: 75 hours

Describe any other required minimum criteria used to screen applicants:

- Application materials must include:
 - [AAPI ONLINE](#)
 - Three letters of reference, two must be from clinical supervisors
 - A treatment case summary (redacted)
 - A psychological evaluation report (redacted)
 - Official transcripts
 - Cover letter stating the rotations for which you're applying and your interest in our program. Applicants must designate one internal and no more than two external rotations for which they wish to be considered.

Selection Process

The Internship Selection Committee consists of all members of the Internship Training Committee and any appointees (e.g. faculty, training supervisors) from the training sites. The Director of Internship Training chairs the Internship Selection Committee.

Upon receipt of the application, the Director of the Internship Training conducts a cursory review of the application to eliminate: a) applications which are incomplete; b) applications which do not have the minimum number of practicum hours (1,000, which consists of 500 intervention and 75 assessment hours.); c) applications which are not from APA accredited programs.

Following this cursory review, applications are distributed to committee members based on the site preferences of the applicant. For example, if an applicant prefers Dayton Children's Hospital as a training site, a committee member from Dayton Children's Hospital is likely to review this application.

- Applications are reviewed independently by two to three committee members.
- Applicants from Wright State University School of Professional Psychology are not reviewed by WSU-SOPP faculty, interns, or postdoctoral fellows.
- Each reviewer completes a numerical evaluation form on the applicant. Additionally, each reviewer indicates whether the applicant should be interviewed or rejected at this point. Ratings are averaged on

each applicant to determine a final rating.

- Applicants are then rank ordered according to the numerical rating.
- The ratings are compiled and distributed for committee discussion.
- If there are wide disagreements on the numerical ratings and/or the decision to interview, the file is reviewed by the committee.
- Based on the rank ordering of the candidates, the committee develops an interview and rejection list.
- The Program conducts in-person interviews on the first two Wednesdays of January. Applicants in this final pool will be contacted for an interview by the 15th of December. Phone or Skype interviews will be granted for extenuating circumstances that prohibit a personal visit. Method of interview does not affect ranking.
- Applicants who are rejected are promptly sent a rejection letter no later than the 15th of December.
- Applicants are interviewed by representatives from one (1) internal rotation and one or two (1-2) external rotations. Generally, each interview lasts 20-30 minutes.
- The applicant is judged along a 5-point scale.
- After the interview process is completed, interviewers rate the applicant and turn the ratings into the Director of the Internship Training.
- The interview ratings are then compiled and added to the ratings on the application materials. A second rank order list is subsequently generated.
- The Internship Training Committee meets to determine the final Match rankings. The Internship Training Director then submits the rank order to the APPIC National Match Service.
- Positions available for the 2019-20 year are:
 - CompDrug – 1 position
 - Dayton Children’s Hospital – 2 positions
 - Eastway Behavioral Healthcare – 1 position
 - Miami County Juvenile Court – 1 position
 - Summit Behavioral Healthcare – 1 position

Financial and Other Benefit Support for Upcoming Training Year*		
Annual Stipend/Salary for Full-time Interns: \$23,500		
Annual Stipend/Salary for Half-time Interns: N/A		
Program provides access to medical insurance for intern?	<u>Yes</u>	No
If access to medical insurance is provided:		
Trainee contribution to cost required? **	Yes	<u>No</u>
Coverage of family member(s) available? **	<u>Yes</u>	No
Coverage of legally married partner available? **	<u>Yes</u>	No
Coverage of domestic partner available? **	<u>Yes</u>	No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	80	
Hours of Annual Paid Sick Leave+	N/A	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	<u>Yes</u>	No
Other Benefits (please describe):		
<ul style="list-style-type: none"> • Interns receive free legal consultation and may use all university and school facilities available for students (e.g. libraries, computer facilities, recreational facilities, Office of Disability Services, Student Health Services Clinic, Student Legal Services, etc.). • Membership for the Ohio Psychological Association (OPA) provided to interns at no cost and registration for both the annual OPA Convention and Legislative Day, contingent upon funding. 		
*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table.		
** No cost for intern if covering self, additional costs apply when adding a dependent.		
+ Sick leave is included within the 80 hours of annual PTO.		

Profile of 2014-2017 Intern Cohorts

Average number of completed applications: 72

Average number accepted: 6

Gender identification of interns:

- Females – 82%
- Males - 28%

Typical ethnic minority representation over three years: 18%

Initial Post-Internship Positions
(Provide an Aggregated Tally for the Preceding 3 Cohorts)

	2014 - 2017	
Total # of interns who were in the 3 cohorts	17	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	2	
	PD	EP
Community mental health center	5	0
Federally qualified health center	0	0
Independent primary care facility/clinic	0	0
University counseling center	2	0
Veterans Affairs medical center	0	0
Military health center	0	0
Academic health center	0	0
Other medical center or hospital	4	0
Psychiatric hospital	0	0
Academic university/department	1	0
Community college or other teaching setting	0	0
Independent research institution	0	0
Correctional facility	1	0
School district/system	0	0
Independent practice setting	1	1
Not currently employed	0	0
Changed to another field	0	0
Other	0	0
Unknown	0	0

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

WSU-SOPP Enrollment and Registration

To help ensure that training considerations take precedence over service delivery and revenue generation, the Internship Program has interns register as SOPP students. Matriculating interns in the Internship Program must be enrolled with WSU and registered for class. Interns will be enrolled and registered for the duration of their time in the program. External interns not from within the SOPP graduate program are considered transient students and thus enrolled as graduate non-degree seeking students, while SOPP students accepted into the internship program follow their normal internship registration process. Any and all fees for enrollment and registration are covered by the SOPP Internship budget. There is no cost to interns.

Upon Match confirmation, enrollment with WSU is done by the Program's Administrative Assistant. Once enrolled, new interns will be assigned computer and email accounts. Accessible through WSU's online self-service system, WINGS (<http://wings.wright.edu>), interns can then register themselves for class each semester by the deadlines established by WSU's Office of the Registrar. Interns will register for course number PSI-9990, which is six credit hours per semester and will have Dr. Janeece Warfield listed as the instructor. When registering, interns must also select (or decline) their health insurance and legal benefits.

WSU and SOPP Disability and Non-Discrimination Policies

WSU-SOPP Disability Statement

In accordance with Wright State University and SOPP policy, any intern requiring disability-related accommodations should contact Office of Disability Services, (937) 775-5680, Room E 186 Student Union.

WSU Equal Opportunity Policy

Wright State University does not discriminate on the basis of race, color, religion, age, national origin, national ancestry, sex, pregnancy, gender, gender identity or expression, sexual orientation, military service or veteran status, mental or physical disability, or genetic information in employment, admission, treatment, or access to its programs or activities.

Wright State University adheres to all applicable state and federal equal opportunity/affirmative action statutes and regulations.

Program Contact Information

For additional information, please contact:

Janeece Warfield, Psy.D., Director of Internship Training (janeece.warfield@wright.edu)

or

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