



BEHAVIORAL  
HEALTH & RECOVERY  
SERVICES

# PSYCHOLOGY INTERNSHIP Brochure 2018/2019



2001 28th Street  
**P.O. Box 1000**  
Bakersfield, CA 93302



HOPE. HEALING. LIFE.

[www.KernBHRS.org](http://www.KernBHRS.org)

## KERN BEHAVIORAL HEALTH & RECOVERY SERVICES PSYCHOLOGY INTERNSHIP

The Kern Behavioral Health & Recovery Services Psychology Internship program (Internship program) is directed and sponsored by Kern Behavioral Health & Recovery Services (KernBHRS), located in Bakersfield California. Bakersfield is in California's Central Valley, one to two hours north of the greater Los Angeles area. The Kern County population is 882,176. The demographics served by the Department are 52.2% Caucasian, 35.4% Latino, 5.4% African American, and 7% Other.

KernBHRS is a large, progressive public mental health agency, known throughout the state as an innovative, well-managed Department, engaging in numerous evidence-based treatment practices. Interns are able to experience a wide variety of treatment settings.

KernBHRS is currently a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). As such, KernBHRS abides by the APPIC policy that no person at our training facilities will solicit, accept or use any ranking-related information from any intern applicant.

Interns are placed in rotations, which may include agencies other than KernBHRS. These locations are listed in the Training Rotations section of this brochure. In those rotations, the Training Director verifies that the site abides by practices that meet California Board of Psychology and APPIC standards.

### PHILOSOPHY

#### MISSION

The mission of Kern Behavioral Health & Recovery Services Psychology Internship is to prepare interns for the practice of clinical psychology who value ethical practice, hope and a belief in recovery for the individuals and families they serve.

#### GOALS

- To develop and refine clinical skills in psychological assessment and diagnosis
- To develop and refine clinical intervention skills
- To refine individual professional development as a Psychologist
- To develop sensitivity to and appreciation for human diversity
- To develop consultation skills and positive interdisciplinary relationships
- To develop supervision skills
- To develop and refine ethical, legal and public policy knowledge
- To develop scientific foundations and research skills

#### TRAINING MODEL

We uphold the belief that our environment, our population, our strengths and our organizational culture should guide our training methodology. The term practitioner-scholar best describes the training model at the Kern County Psychology Internship program.

The primary focus of the training program is to prepare interns for the professional practice of psychology, while continuing to be informed by scholarly inquiry. The internship incorporates this philosophy into its training program through a combination of didactic and experiential learning. Emphasis is in integrating and applying knowledge and skills and continued learning through scholarly inquiry during the internship year. The Department employs many evidenced-based practice models and interns are exposed to some of these models during their time with the program.

The competencies promoted in the program are based on the AAPIC Competency Conference of 2000, which aimed at discerning the current knowledge and skills needed by today's practitioners of applied psychology. Interns develop and refine competencies in psychological assessment, diagnosis, clinical intervention, professional development, appreciation for human diversity, consultation, interdisciplinary relationships, supervision, ethics, law, public policy, and scientific foundations and research.

The practice of psychology requires continued professional development. Practitioners must be able to integrate theory and research into their clinical work in meaningful ways. This includes keeping current with the professional literature on new developments in the field and changing one's practice as indicated. Practice must be informed by science. Interns continue their education throughout the internship and are taught the importance of becoming lifelong learners.

The Psychology Internship program provides interns a broad range of clinical experiences that build their skills in a variety of outpatient settings. Interns are expected to build upon and refine previously acquired skills and to learn new skills throughout the internship year as they operate with an increasing level of autonomy.

Psychologists trained within the practitioner-scholar model usually establish careers in clinical practice within private and public settings, including clinics, hospitals, and community agencies as well as teach and provide supervision in colleges and universities. Psychologists also serve as consultants to corporate, public, educational, and religious institutions, and conduct program evaluation and design community and group intervention programs.

## GOVERNANCE

The Internship program consists of the Training Director, support staff, and supervisors of the rotation sites. The Training Director is the administrative lead and acts as the internship liaison with the Department.

The Training Director arranges quarterly meetings to review policies and procedures, and schedules special administrative meetings as deemed necessary. The Training Director and Internship supervisors interview prospective interns, monitor compliance with APPIC/APA standards, monitor program quality, and coordinate and monitor the applicants' site visits. The Training Director also coordinates the in-service training and the didactic program.

When interns rotate in sites outside the Department, the rotation agency signs a Memorandum of Understanding (MOU), which identifies specific areas that are essential to a comprehensive psychology internship program. Through the MOU, each institution or site also agrees to abide by the policies and procedures established by APPIC or APA.

### **TRAINING DIRECTOR**

Bradley S. Cloud, Psy.D.

Kern Behavioral Health & Recovery Services

Deputy Director, Kern Behavioral Health & Recovery Services

### **ROTATION SUPERVISORS**

Amanda Carr, Psy.D..

Kern Behavioral Health & Recovery Services

Forensic Services

Sybille Blickhan, Psy.D.

Phoenix House Counseling at

Kern County Probation Department-Crossroads Facility

Joy Quiton-Buaya, Psy.D.

Kern Behavioral Health & Recovery Services

Child Intensive, Foster Care Services

Toni Dunn, LMFT

Kern Behavioral Health & Recovery Services

East Bakersfield Children's

Delegated Supervisor

## INTERN SELECTION POLICY AND PROCEDURE

The Kern Behavioral Health & Recovery Services Psychology Internship program strives to ensure a uniform and unbiased intern selection process to successfully match the intern's training goals with the strengths of the program. The Department follows the County's Personnel Policy 3.04.110 which states that no person in the classified service or seeking admission thereto shall be appointed, reduced or removed, or in any way favored or discriminated against because of his or her religious opinion, color, race, religion, creed, national origin, ancestry, sex or age, except where sex or age is a valid occupational qualification. All internship offers are made in accordance with the APPIC Match Policies. The program adheres to the APPIC Policy that no person at this training site will solicit, accept, or use any ranking related information from any intern applicant.

### PROCESS:

#### REVIEW OF APPLICATION MATERIALS

Each application submitted to the KernBHRS Psychology Internship program is reviewed for such information as dissertation progress, academic achievement, motivation and interdisciplinary skills, practicum, and overall match of the applicants training goals and the program strengths as expressed in the letter of interest.

The Training Director reviews each application package in December using standardized scoring criteria outlined in the Intern Application Scoring Criteria Form.

#### SCORING CRITERIA

1. The applicant is enrolled in a doctoral program in clinical, counseling or school psychology offered by an accredited institution of higher education.  
*Applicants from programs awarding degrees in areas other than psychology will not be considered for this internship program.*
2. The applicant is likely to complete the doctoral requirements.  
*The program will look for evidence of significant progress in the completion of the doctoral program requirements.*
3. The applicant is interested in a variety of clinical settings as expressed in the letter of interest.  
*Applicants will be rated on how clearly they identify the breadth of their interests in the letter of interest.*
4. The applicant possesses a practicum experience of approximately 450 hours or more, with 225 hours of face-to-face direct service contact.  
*Emphasis is placed on the match of applicant experience with the type of population served at Kern County. Thus, applicants with little working experience will be at a competitive disadvantage with peers who have more relevant experience.*
5. The applicant's theoretical orientation is compatible with the program's philosophy and model.  
*Applicants are not disqualified based on orientation, but preference is given to those who demonstrate orientation compatible with our program.*
6. The applicant's doctorate program is APA accredited.  
*APA accredited programs are preferred, but not required.*
7. The applicant has no probationary history or other disciplinary problems.  
*Applicants with evidence of probationary history or other disciplinary problems will receive a lower score or disqualified depending on the circumstances.*
8. The applicant's motivation is clearly evident as expressed in the letters of recommendation.  
*The quality of the letters of recommendation will influence the applicant's final score.*
9. The applicant's positive interdisciplinary skills are supported by the letters of recommendation.  
*The quality of the letters of recommendation will influence the applicant's final score.*
10. The applicant's learning interests correspond to the program training offerings as expressed in the letter of interest.  
*The program will rate how closely the applicant's training interests correspond to the program's strengths.*

11. The applicant is bilingual in one of the County's threshold languages.

*Bilingual skills are preferred, but not required.*

The applicant is notified whether or not he or she will be interviewed.

### **CANDIDATE INTERVIEW PROCESS**

All on-site interviews are scheduled with the Intern Selection Committee, which is composed of the Training Director, Training Lead and all the rotation supervisors. Every effort is made to ensure current interns are also available at the interview site to answer any questions and to give an intern's perspective on the program. A discussion panel takes place with all the candidates and the Intern Selection Committee concerning program and Department information. In the second part of the interview session, each candidate has the opportunity to meet with the rotation supervisor of his or her choice for an individual interview and to learn more about the rotation. In this interview the supervisors ask candidates a standard set of questions and use APPIC and County guidelines.

Face-to-face interviews are preferred, but phone or distance technology interviews can be accommodated on a case-by-case basis. The Intern Selection Committee, for distance technology interviews, is composed of the Training Director and the supervisor of the rotation in which the candidate is interested. The same standard questions used in the face-to-face interviews are used in the phone or distance technology interviews.

Rotation supervisors use the Interview Review form to review each candidate's interview performance. The form includes criteria such as convergence of applicant training needs with internship program strengths, communication skills and sophistication of presentation of self/case example, and rapport with interviewers.

### **CANDIDATE RANKING PROCESS**

The supervisors use the Candidate Ranking Form to submit their candidate rankings to the Training Director. The Training Director may consult with the supervisors before submitting the ranking to APPIC, but relies primarily on the supervisor's ranking.

### **CONFIRMATION LETTERS**

Once a candidate is matched and confirmed, a confirmation letter is mailed to the candidate and to his or her academic training director notifying acceptance to the internship program.

## **FUNDING AND REQUIREMENTS FOR COMPLETING INTERNSHIP POLICIES**

The Internship program is financially supported by Kern Behavioral Health & Recovery Services.

The Internship begins on or about August 1, 2018 and extends for one year. The Internship has a total of four (4) internship positions. All interns are contract employees of KernBHRS.

Criteria for Successful Completion of Internship:

1. Completion of 52-week full-time commitment. Interns must work a minimum of 1,800 hours to meet their internship obligation. Absences may not exceed 20 days during the internship year.
2. Satisfactory evaluation by primary supervisor.
3. Review of performance and approval by Training Director.
4. Completion of all assignments made by supervisor.
5. Outcomes are measured using the Evaluation of Intern form through direct observation, video, audio, supervisory discussions, review of written reports, and feedback from others. The minimum threshold is a 90% rating on the Evaluation of the Intern form on the competencies assessed for this goal at the 3rd through 4th quarter of the internship with no remedial needs.

**FINANCIAL AND ADMINISTRATIVE ASSISTANCE****POLICY**

The Internship program intends to provide its interns with financial and administrative assistance comparable to similar programs in the region.

**STIPEND AND BENEFITS**

Interns earn \$12.48 per hour, which aggregates to a maximum of \$26,050 per year. Interns are eligible to accrue up to six days of paid sick leave per year. Interns are also eligible for medical, dental and/or vision care insurance in accordance with the County's Health Benefits Eligibility policy. Interns shall be required to pay, by payroll deduction, twenty percent (20%) of the insurance premiums for elective health benefits during their internship year. The County has 11 holidays, which are observed, but unpaid. Unpaid leave is available for illness or dissertation business. Interns are paid when attending trainings supported by the Internship program.

**INSURANCE REQUIREMENTS**

Interns are required to carry and show proof of professional liability and commercial general liability insurance in the amount of \$1,000,000 per incident and \$2,000,000 aggregate per year. The student insurance coverage available through APA for student members meets the professional liability requirement. Additionally, students should check with their clinical training program, as their university may provide insurance coverage.

**ADMINISTRATIVE ASSISTANCE**

Interns are expected to possess the technology proficiency level necessary to function in an information driven organization. Interns receive clerical support from support staff available at their rotation sites. Interns receive administrative and technical support from the internship program in processing timesheets, travel requests, and in clarifying Department policies and procedures. Interns are assigned a personal computer loaded with the Microsoft Office Suite and accessible to the Internet, a telephone extension, and a Department e-mail account. Interns receive computer and network technical support from the Department's Information Technology team. Interns receive technical support for the electronic record system from the Department's electronic medical record Core team.

**TRAINING PROGRAM**

The internship is a full-time, year-long program. Interns can have concurrent rotations at two sites. These yearlong rotations facilitate more in-depth training in certain areas and allow enough time for interns to become integrated into the treatment team.

**ORIENTATION**

Based upon their interests and training needs, interns are offered placements during the regular selection process as outlined by APPIC policies and procedures. The internship year begins with a general orientation that consists of an overview of all sites, meeting with the Training Director, gaining information on personnel policies and benefits and receiving a description of the available training experiences and a schedule of the year's activities. Interns will have access to Department policies and procedures. These policies and procedures orient interns on procedures for travel, background checks, fingerprinting, drug testing for employment, hours of work, grievances, etc. Interns will also be scheduled to attend the KernBHRS New Employee Orientation, the Kern County Employee Orientation, and the Health Benefits Orientation.

In addition, interns receive additional orientation sessions at their respective rotations. These orientation sessions focus on the introduction of key program staff, agency policies, procedures, and activities, and meetings with primary supervisors to outline the interns' specific assignments and activities.

**TRAINING PRINCIPLES**

After orientation, the sequence of training varies depending upon the rotation that the interns have selected. However, at all rotations, the following training principles are in effect:

- Assignment of the initial caseload or clinical activity is contingent upon the intern's current experience level.
- Intensive supervision of case activity is expected.
- In the psychological assessment areas, interns, depending upon their degree of experience, first may review or learn the administration, scoring, and interpretation of different assessment instruments (Please see page 11 and 12 for description of instruments to be used). Initially, the interns' administration, scoring, interpretation, and report writing will occur under close supervision by either the primary supervisor or other assigned supervisors. Once a reasonable level of competency is established, the interns work more independently but continue to be supervised throughout the rotation.
- Consultation activities generally first involve the interns acting as co-consultants with a supervisor or under close supervision. As their competence increases, their autonomy increases until they consult independently.
- Interns, as a group, participate in weekly didactic training, and other events that include such formats as case conferences, presentations on clinical and professional issues and seminars. Additionally, regular in-service educational opportunities are available to all interns. Administrative meetings, case conferences, and intake conferences are available. Meetings where interns share information among them or consult with the Training Director or other psychologists are available as additional forums for learning and professional development.
- Each intern spends at least 25% of his or her time in direct psychological service to clients and receives at least two hours of individual supervision and two hours of group supervision per week.
- Expected core competencies and the method of evaluation are explained to interns.

Although research is not a major emphasis of this internship, interns have opportunities to become involved with applied clinical research and program evaluation studies. All rotations are engaged in ongoing program evaluation, and several have archival clinical data that can be used by interns to investigate clinical research questions.

**INFORMED CONSENT FOR TREATMENT**

Interns will have a caseload during their internship year. Each client in the caseload will complete an informed consent for treatment to acknowledge that he/she is receiving mental health services by a psychology intern working under the supervision of a licensed psychologist. The consent also allows communication between the psychology intern, supervisor and treatment team for the purpose of case conference services and fulfilling the learning experience of the internship.

**DIDACTIC TRAINING**

Interns typically attend a weekly two-hour didactic training workshop. KernBHRS's didactic training program has been developed to ensure continuity in training, a skill progression in growth of the interns, intern peer interaction and provide interns with training opportunities in specific specialty training areas. Content, coordination and scheduling are overseen and discussed on a regular basis by members of the Internship governance with input from interns.

Each rotation will define specific educational activities directly related to the site and rotation. Interns are expected to attend the Core Curriculum series of seminars, as well as the rotation-specific in-service training activities at their sites. The Core Curriculum series include: Mental Health Administration, Law and Ethics, Dialectical Behavior Therapy (DBT), Psychopharmacology, Crisis Intervention, Inpatient Psychiatry, Risk Assessment, Substance Use Disorder and Cultural Competence.

Local speakers educate interns about a variety of topics pertinent to the practice of clinical psychology. Such topics include: treatment of children, neuro-psychology, malingering, and molest dynamics. Practical topics are chosen to help broaden the intern's exposure to therapeutic techniques and interventions. It also provides the interns with an opportunity to interact

with mental health professionals in the community.

Interns are expected to attend all weekly didactic trainings for the entire duration of the clinical activity. The intern's site supervisor and Training Director should be notified prior to any absences for it to be considered an excused absence. Interns may have two unexcused absences during the year. If an intern is absent for a core curriculum training, he or she will be expected to attend an alternate training or complete another assignment as identified by the Training Director.

### **INTERN CASE PRESENTATION**

As part of the weekly didactic training meetings, each intern is expected to conduct a case presentation. The intern can choose to present an assessment case or clinical case for which they have been serving as the primary therapist. Specific guidelines to help the intern structure these presentations are made available to the interns at the beginning of their internship year. Interns are expected to have a solid working knowledge of the case and be able to discuss the rationale for their interventions based on sound psychological principles. The intern's immediate supervisors are encouraged to attend these presentations to provide additional information and support for the intern.

### **PROFESSIONAL DEVELOPMENT GROUP**

Interns meet for one hour per week in a support group format. The general purposes of this group are to foster integration of personal and professional growth, facilitate supportive and genuine peer relationships, and develop insight and perspectives related to organizational and professional role issues.

The group leader has been selected by the Training Director and is not a staff member of KernBHRS. Therefore, interns can expect confidentiality and an absence of dual role conflicts. Interns have found this group to be a unique opportunity and an important aspect of their internship experience.

### **OTHER TRAININGS**

The Training Director may suggest interns attend additional trainings during their internship. The Training Director will arrange the registration for these trainings. Additional trainings maybe recommended and arranged by the site supervisor.

### **TRAVEL**

Mileage, lodging or other travel expenses will not be reimbursed to Interns unless authorized by the Training Director or immediate supervisor. Mileage reimbursement has been provided to interns for travel to internship duties, such as didactic trainings. **Interns must provide required documentation to be authorized to drive a vehicle provided by KernBHRS. This includes obtaining a California State driver's license as required by the County of Kern.**

### **SUPERVISION**

**Individual Clinical Supervision:** Interns receive regularly scheduled supervision for a minimum of two hours a week, from their primary supervisor who is a licensed psychologist. The functions of the primary supervisor include but are not limited to the monitoring of the intern's caseload, enhancing clinical skills, promoting intern's professional growth and evaluating intern's progress by giving regular feedback. At the beginning and at each quarter of internship, the supervisor and intern develop a learning plan to assess the intern's strengths and areas of improvement and to identify the intern's goals and objectives for their internship year.

**Group Supervision:** Interns are provided two hours a week group supervision where an emphasis is placed on experiential learning. Interns discuss their client caseload and dialogue about such issues as case conceptualization, transference, counter-transference issues, appropriate boundaries, dual relationships, professional conduct, as well as legal and ethical considerations.

**Board of Psychology Supervision Agreement:** Supervisors will use the Supervision Agreement as mandated by the California Board of Psychology.

**LEAVE OF ABSENCE**

Since the internship is a one-year position, leaves of absence (LOA) normally would not be granted. However, if unforeseen circumstances necessitate such a leave, an LOA may be granted for a reasonable period of time, up to two months, as determined on an individual basis by the Training Director. Request for leave of absences will be considered based on the intern's length of tenure in the internship, performance, reason for the request, and the expected impact on the rotation where they are training and the internship program. Requests must be submitted in writing to the Training Director in conjunction with the rotation supervisor.

**FLEX TIME HOURS POLICY AND PROCEDURE**

This policy is to clarify flex time hours due to absence from work as well as making up hours for holidays. The Internship program recommends the following guidelines for flex time hours:

1. Each rotation is independent. Any issues or requests regarding scheduling and hours must be negotiated only with the supervisors overseeing the rotation you wish to modify.
2. Requests to make up hours must be approved by the supervisor and must be in advance and in writing.
3. Requests should include the dates and times of the make up hours to be worked and the duties to be performed.
4. Make up hours are to be performed in the same week that hours are reduced due to absence and holidays.
5. These make up hours can only be completed during normal business hours at the work site when clients are available and/or regular duties can be performed.
6. Overtime hours need to be approved in advance by the supervisor.

**GRIEVANCE POLICY AND PROCEDURE****INFORMAL GRIEVANCES:**

**Intern Responsibilities:** The basic assumption of this policy is that most problems are best resolved through face-to-face interaction between intern and supervisor. Interns are encouraged to discuss any problems with the direct supervisor.

**Staff Responsibilities:** The intern supervisory staff is expected to be open to complaints, to attempt to develop a solution with the interns, and to document clearly the problems and solution discussed. In cases where specific programmatic change or changes in intern responsibility or assignment have been agreed upon, a written response will be provided to the intern outlining the agreed course of action.

Copies of such responses will be forwarded to the Training Director.

**FORMAL GRIEVANCES**

**Intern Responsibilities:** The intern may initiate a more formal grievance process by sending a written request for intervention to the Training Director. Interns are encouraged, but not required, to attempt informal resolution of problems prior to initiating formal complaints.

**Staff Responsibilities:**

1. If the intern initiates a formal written grievance that cannot be resolved by the informal process, the Intern Progress Committee (the intern's clinical supervisors) will plan a meeting to review the grievance and decide on a course of action.
2. The intern will be informed that such a review is occurring and given the opportunity to provide the committee with any information regarding his or her grievance.

3. Based upon review of the intern's grievance, feedback from the intern, and a review of relevant information, the Intern Progress Committee will determine the best course of action for the intern's training program. The Internship Progress Committee could decide to take no further action, make changes in the intern's internship training program, or request that the Intern Appeals Committee address the grievance.
4. The intern will be informed in writing of the Internship Progress Committee's decision and asked to indicate whether he or she accepts or challenges the action. If the intern accepts the decision, implementation of the decision will occur and the intern's home Department will be informed in writing.
5. If the intern challenges the decision, the Intern Appeals Committee will be convened, comprised of the Psychology Internship Committee minus the Training Director and any other previously directly involved staff. The Intern Appeals Committee will select its own chairperson. The Intern Appeals Committee will investigate the concern and communicate with all involved parties, including the intern, prior to reaching a decision. The committee will then render a decision in the form of a recommendation to the Training Director. The Training Director will make the final decision and will communicate it in writing to the intern and the intern's graduate program.

### **SEXUAL HARASSMENT**

Each training rotation strives to provide a workplace and learning environment free from sexual, racial, religious and other unlawful forms of harassment and will take all reasonable steps to prevent harassment from occurring and will not tolerate such conduct on the part of any employee or other individual.

All agencies within the Internship find sexual misconduct totally unacceptable to this working/learning environment. KernBHRS is committed to providing interns with a supportive work environment.

## **PERFORMANCE EVALUATIONS POLICY AND PROCEDURE**

### **PROGRAM EXPECTATIONS:**

The Internship is designed to be an important educational component in the training process of the potential psychologist. To assure that the intern successfully completes the program, each intern will be evaluated on a regular basis. Continuous evaluation of the intern's growth will be focused in the following three major evaluation categories:

1. **Acquisition and Integration of Professional Standards**-the ability and willingness to acquire and integrate professional standards into one's repertoire of professional behaviors;
2. **Development of Professional Skills**-the ability to acquire the professional skills specifically taught at each internship site in order to reach an acceptable level of competency;
3. **Personal Functioning**-the ability to use supervision appropriately, self-initiate professional development and to control personal stress and emotional reactions to not interfere with professional functioning.

The rotation supervisor and intern will also develop a set of goals relative to: Development of Professional Skills, Acquisition and Integration of Professional Standards, Enhancing Personal Functioning, and Cultural Competence. These goals are to be reviewed to assure that the intern is making progress.

To maximize the intern's successful completion of the program, the Internship will work closely with each intern in the above areas. The internship program will:

- 1) Provide substantial, adequate, consistent supervision, timely evaluations and the mechanisms for remediation of any problem areas;
- 2) Provide sufficient, adequate, consistent number of cases and other clinical experiences to allow interns to develop and demonstrate an acceptable level of clinical skills in the assessed areas of competence consistent with their training goals.

**INTERNSHIP EVALUATION PROCESS**

Evaluation of intern progress will be an ongoing process and intertwined with individual and group supervision. However, a more formal evaluation of intern progress, areas of strength, areas in need of improvement, and goals for training will be conducted at least quarterly. An evaluation could occur more frequently if the Supervisor and Training Director determine it would be in the intern's best interest.

Quarterly evaluations will use the Evaluation of Intern Form as a framework for discussion & feedback. The evaluation will generally be conducted by the intern's primary supervisor(s) but may include the Training Director. The evaluation process will be conducted on a collaborative basis allowing each intern the opportunity to respond both orally and in written form to any aspect of the evaluation. Upon completion of the evaluation, the intern will receive a written copy of the evaluation.

**PROBLEM AREAS IDENTIFIED DURING THE EVALUATION PROCESS**

When, at any evaluation, the intern receives an inadequate rating by a clinical supervisor in at least one of the three major evaluation categories, the following actions will be taken:

- A. The Intern Progress Committee (the intern's clinical supervisors) will meet to review the rating and decide on a course of action.
- B. The intern will be informed that such a review is occurring and given the opportunity to provide the committee with any information regarding his or her response to the rating.
- C. Based upon review of the intern's ratings and feedback from the intern, the Intern Progress Committee will determine the best course of action for the intern's training program. The Internship Progress Committee could decide to take no further action, encourage active monitoring by supervisor(s), recommend specific remediation procedures and/or place the intern on probation.

If an intern does not make adequate improvement, the Intern Progress Committee could initiate or continue the probationary period, suspend the intern's activities, recommend to the Training Director that the intern not successfully complete the internship if problem behaviors do not change, or recommend to the Training Director that the intern be terminated from the program.

**INTERN APPEAL PROCEDURES**

If the Intern Progress Committee takes any of the above-mentioned actions, then the intern is informed in writing and asked to indicate whether he or she accepts or challenges the action. If the intern accepts the decision, implementation of the remediation plan occurs and the intern's graduate program is informed in writing.

If the intern challenges the decision, the Intern Appeals Committee will be convened, comprised of the Psychology Internship Committee minus the Training Director and any other previously directly involved staff. The Intern Appeals Committee will select its own chairperson. The Intern Appeals Committee will investigate the concern and communicate with all involved parties prior to reaching a decision. The committee will then render a decision in the form of a recommendation to the Training Director. The Training Director will make the final decision and will communicate it in writing to the intern and the intern's home Department.

**IMPLEMENTATION OF INTERNSHIP COMMITTEE RECOMMENDATIONS**

The Training Director will meet with the intern to review committee decisions and to specify remediation procedures. Any formal action will be communicated in writing to both the intern and the home Department indicating the nature of the rating, rationale and remediation procedures. The status of remediation efforts will be reviewed no later than the next formal evaluation period or at some other designated time period. The outcome of the review will be communicated in writing to the intern and the home Department.

**TRAINING ROTATIONS**

*In some settings, interns will undergo fingerprinting and background checks.*

**FORENSIC ADULT & FOSTER CARE ROTATION:****PROGRAM CODE NUMBER: 200911**

One intern will divide training assignments between the Forensic Services Team, an interdisciplinary treatment team serving court-ordered adults and the Foster Care Services Team.

Forensic Services Team: During this rotation, the intern will gain experience working with mentally ill and mentally disordered adults who are voluntary outpatient clients, incarcerated individuals, court-mandated clients, or psychiatric inpatient patients. Interns will conduct competency and placement evaluations referred by the courts using a number of psychological test measures and screening tools to include, but not limited to, the CAST-MR, Georgia Court Competency Test, Mini-Mental Status Exam, and the M-FAST. Moreover, the intern will conduct sex offender specific placement evaluations for the courts. The intern will provide outpatient restoration to trial competence training for individuals found incompetent to stand trial by the court for a misdemeanor charge. The intern will gain experience providing, group, individual, family, and couples therapy using theoretical treatment modalities tailored to their respective clients to include, but not limited to, Solution-Focused Brief Therapy, Dialectical Behavior Therapy, and modalities within the cognitive-behavioral therapy spectrum. Intern will gain experience administering, scoring, interpreting, and producing psychological test batteries. Referrals typically include questions regarding malingering, differential diagnosis, intellectual and adaptive functioning, and treatment recommendations. Psychological test instruments shall include, but will not be limited to, the WAIS-IV, Bender-Gestalt, SCL-90-R, MMPI-2, PAI, Trails A and B, WRAT-4, Cognistat, IORNS, TOMM, TONI-4, and the Vineland. This rotation shall be supervised by a license psychologist and shall involve working within an interdisciplinary setting to include professionals such as master's level individuals in social work and marriage and family therapy, recovery specialists in the field of mental health and substance use disorder, nurses, and psychiatrists in a rehabilitation model of treatment that emphasizes relapse prevention.

Foster Care Team: The Foster Care Team serves approximately 300 diverse foster youths (and their families and/or support systems) aged 0-18 who resides in Kern County, receiving Medi-Cal, and meets criteria for an included diagnosis in the DSM-V. This team is designed to assist the foster youths and their families to achieve goals related to psychological or social functioning, self-esteem, coping abilities, or external vocational, educational, or social opportunities. Interns on this rotation will receive assessment and intervention experiences with child and adolescent foster youth under the supervision of a child psychologist. Interns will work within a multidisciplinary team that includes psychiatrists, nurse practitioners, psychologists, psychiatric nurses, LMFTs and LCSWs. This team also serves as a training site for the UCLA-Kern Psychiatric Residency and Child Psychiatry Fellowship programs; interns, residents and fellows receive training alongside each other. The team provides crisis intervention, assessment, treatment planning, and outpatient treatment services to foster youth as well as foster families and birth families. Treatment models include Trauma Focused CBT, Treatment Foster Care and Functional Family Therapy. Interns serve youth in a variety of settings including emergency shelter, school settings, family homes and in-office and commonly interact with professionals working in these settings.

**FORENSIC ADULT & ADOLESCENT EMPHASIS ROTATION****PROGRAM CODE NUMBER: 200912**

One intern will train with Forensic Services Team, an interdisciplinary treatment team serving court-ordered adults, and Crossroads Program, an institutional setting for juveniles ages 13-18.

Forensic Services Team: During this rotation, the intern will gain experience working with mentally ill and mentally disordered adults who are voluntary outpatient clients, incarcerated individuals, court-mandated clients, or psychiatric

inpatient patients. Interns will conduct competency and placement evaluations referred by the courts using a number of psychological test measures and screening tools to include, but not limited to, the CAST-MR, Georgia Court Competency Test, Mini-Mental Status Exam, and the M-FAST. Moreover, the intern will conduct sex offender specific placement evaluations for the courts. The intern will provide outpatient restoration to trial competence training for individuals found incompetent to stand trial by the court for a misdemeanor charge. The intern will gain experience providing, group, individual, family, and couples therapy using theoretical treatment modalities tailored to their respective clients to include, but not limited to, Solution-Focused Brief Therapy, Dialectical Behavior Therapy, and modalities within the cognitive-behavioral therapy spectrum. Intern will gain experience administering, scoring, interpreting, and producing psychological test batteries. Referrals typically include questions regarding malingering, differential diagnosis, intellectual and adaptive functioning, and treatment recommendations. Psychological test instruments shall include, but will not be limited to, the WAIS-IV, Bender-Gestalt, SCL-90-R, MMPI-2, PAI, Trails A and B, WRAT-4, Cognistat, IORNS, TOMM, TONI-4, and the Vineland. This rotation shall be supervised by a license psychologist and shall involve working within an interdisciplinary setting to include professionals such as master's level individuals in social work and marriage and family therapy, recovery specialists in the field of mental health and substance use disorder, nurses, and psychiatrists in a rehabilitation model of treatment that emphasizes relapse prevention.

Crossroads: The intern will also work at Crossroads with juvenile offenders ages 13-18. Responsibilities will include assessment, psychological testing, crisis intervention, and individual and group therapy with many different diagnostic categories. Interns will be exposed to various treatment issues and modalities, including crisis intervention, and will gain competence in legal and medical nomenclature. Parents are required to participate in the Crossroads Program, and the intern will participate in parent education and family therapy. This is a highly multi-cultural setting. The intern will be required to work some weekends at Crossroads to conduct family groups. This internship rotation presents a unique opportunity to combine a broad general experience with a specialized focus in forensic psychology, combining institutional and community outpatient settings.

#### **FORENSIC ADULT & CHILD INTENSIVE ROTATION:**

**PROGRAM CODE NUMBER: 200913**

One Intern will train in a specialized intensive treatment program for children. The intern will also train with the Forensic Services Team, an interdisciplinary treatment team serving court-ordered adults.

Forensic Services Team: During this rotation, the intern will gain experience working with mentally ill and mentally disordered adults who are voluntary outpatient clients, incarcerated individuals, court-mandated clients, or psychiatric inpatient patients. Interns will conduct competency and placement evaluations referred by the courts using a number of psychological test measures and screening tools to include, but not limited to, the CAST-MR, Georgia Court Competency Test, Mini-Mental Status Exam, and the M-FAST. Moreover, the intern will conduct sex offender specific placement evaluations for the courts. The intern will provide outpatient restoration to trial competence training for individuals found incompetent to stand trial by the court for a misdemeanor charge. The intern will gain experience providing, group, individual, family, and couples therapy using theoretical treatment modalities tailored to their respective clients to include, but not limited to, Solution-Focused Brief Therapy, Dialectical Behavior Therapy, and modalities within the cognitive-behavioral therapy spectrum. Intern will gain experience administering, scoring, interpreting, and producing psychological test batteries. Referrals typically include questions regarding malingering, differential diagnosis, intellectual and adaptive functioning, and treatment recommendations. Psychological test instruments shall include, but will not be limited to, the WAIS-IV, Bender-Gestalt, SCL-90-R, MMPI-2, PAI, Trails A and B, WRAT-4, Cognistat, IORNS, TOMM, TONI-4, and the Vineland. This rotation shall be supervised by a license psychologist and shall involve working within an interdisciplinary setting to include professionals such as master's level individuals in social work and marriage and family therapy, recovery specialists in the field of mental health and substance use disorder, nurses, and psychiatrists in a rehabilitation model of treatment that emphasizes relapse prevention.

Children's Outpatient Team: The Children's Outpatient team serves children and adolescents who require outpatient mental health services. The Children's Outpatient team offers a variety of service modalities (case management, rehabilitation services, individual therapy, family therapy, group therapy, socials skills groups, psychiatric services, psychological testing, Therapeutic Behavioral Services, Functional Family Therapy, Dialectic Behavior Therapy, and Aggression Replacement Training) designed to assist the individual/family in achieving goals related to psychological or social functioning, self-esteem, coping abilities, and external vocational, educational, or social opportunities. Doctoral interns will be provided the opportunity to complete a minimum of three psychological batteries during their tenure with KernBHRS Children's Outpatient. Typical referral questions include the assessment of cognitive functioning, assessment of Autism Spectrum Disorders, determination of differential diagnosis, diagnostic clarification, treatment recommendations, and assessment of neurological functioning. Currently, KernBHRS Children's Outpatient team has a wide array of psychological tests from which to design a battery, the tests include but are not limited to: WASI, WISC-IV, WPPSI, WIAT, TONI-3, C-TONI, Bender-Gestalt, Beery, CAT, RAT, Rotter Sentence Completion, Rorschach, TOVA, APS-SF, MMPI-A, PIC-2, WRAT-4, PPVT, Trail Making Test, Vineland-II, Beck Inventories, Conners' Rating Scales, ADHD Rating Scale, SCL-90R, SCID-I, SCID-II, Bayley, and NEPSY.

**CHILD INTENSIVE & ADOLESCENT EMPHASIS ROTATION:**

**PROGRAM CODE NUMBER: 200914**

This Intern will train in a specialized intensive treatment program for children and with the Crossroads Program, an institutional setting for juveniles ages 13-18.

Children's Outpatient Team: The Children's Outpatient team serves children and adolescents who require outpatient mental health services. The Children's Outpatient team offers a variety of service modalities (case management, rehabilitation services, individual therapy, family therapy, group therapy, socials skills groups, psychiatric services, psychological testing, Therapeutic Behavioral Services, Functional Family Therapy, Dialectic Behavior Therapy, and Aggression Replacement Training) designed to assist the individual/family in achieving goals related to psychological or social functioning, self-esteem, coping abilities, and external vocational, educational, or social opportunities. Doctoral interns will be provided the opportunity to complete a minimum of three psychological batteries during their tenure with KernBHRS Children's Outpatient. Typical referral questions include the assessment of cognitive functioning, assessment of Autism Spectrum Disorders, determination of differential diagnosis, diagnostic clarification, treatment recommendations, and assessment of neurological functioning. Currently, KernBHRS Children's Outpatient team has a wide array of psychological tests from which to design a battery, the tests include but are not limited to: WASI, WISC-IV, WPPSI, WIAT, TONI-3, C-TONI, Bender-Gestalt, Beery, CAT, RAT, Rotter Sentence Completion, Rorschach, TOVA, APS-SF, MMPI-A, PIC-2, WRAT-4, PPVT, Trail Making Test, Vineland-II, Beck Inventories, Conners' Rating Scales, ADHD Rating Scale, SCL-90R, SCID-I, SCID-II, Bayley, and NEPSY.

Crossroads: The intern will also work at Crossroads with juvenile offenders ages 13-18. Responsibilities will include assessment, psychological testing, crisis intervention, and individual and group therapy with many different diagnostic categories. Interns will be exposed to various treatment issues and modalities, including crisis intervention, and will gain competence in legal and medical nomenclature. Parents are required to participate in the Crossroads Program, and the intern will participate in parent education and family therapy. This is a highly multi-cultural setting. The intern will be required to work some weekends at Crossroads to conduct family groups. This internship rotation presents a unique opportunity to combine a broad general experience with a specialized focus in forensic psychology, combining institutional and community outpatient settings.

**APPLICATION PROCEDURES FOR PSYCHOLOGY INTERNSHIP**

In the 2018/2019 internship year, the Kern Behavioral Health & Recovery Services Psychology Internship program has the following internship rotations:

<b>APPIC Rotation Code</b>	<b>Rotation Description</b>	<b>Positions Available</b>
200911	Forensic Adult and Foster Care Rotation	1
200912	Forensic Adult and Adolescent Emphasis Rotation	1
200913	Forensic Adult and Child Intensive Rotation	1
200914	Child Intensive and Adolescent Emphasis Rotation	1

It is not expected that an intern applicant would have had all the experiences asked about, administered all the assessment instruments, or is necessarily licensed as a mental health provider.

Our program will only accept application material submitted via the AAPI Online application process. Application materials must include:

1. A one-page cover letter, which provides us information about the specific emphasis areas in which you are interested in receiving training and gaining experience. Emphasis areas are described in the section titled **“TRAINING ROTATIONS”** in our brochure. In this letter, provide us with a list of areas in which you are willing to work.
2. AAPI online application.
3. A current vita.
4. Three letters of recommendation—one from your academic advisor and two from supervisors who have direct knowledge of your clinical or counseling work. Please include contact information.

**Application deadline is November 30, 2017, at 5:00 p.m. PST.**

**Please direct specific questions to the following contact:**

**Bradley S. Cloud, Psy.D.**  
**Training Director, Kern Behavioral Health & Recovery Services Psychology Internship**  
**c/o Kern Behavioral Health & Recovery Services**  
**P.O. Box 1000**  
**Bakersfield, CA 93302**

**Phone: (661) 868-6622 | Fax: (661) 861-1020 | E-Mail: [bcloud@kernbhrrs.org](mailto:bcloud@kernbhrrs.org)**

8/29/2017