



# OhioGuidestone

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**SOLUTIONS FOR CHILDREN, FAMILIES  
& COMMUNITIES**

**The Doctoral Internship in Professional  
Psychology at OhioGuidestone**

Intern Manual

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

The Doctoral Internship in Health Service Psychology at  
 2017-2018 Intern Manual  
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The Doctoral Internship in Health Service Psychology at  
OhioGuidestone

Overview of the Agency

OhioGuidestone is a comprehensive non-profit organization that provides solutions for children, families and communities across Ohio.

OhioGuidestone has its roots as Berea Children's Home & Family Services (BCHFS). BCHFS was founded in 1864 to provide a home for children orphaned by the Civil War. Since that time, we have moved in the direction of improving the lives and opportunities of children, families, and adults by providing an integrated system of effective behavioral health and family support services. Through all of our programs, we continue to strive to promote self-empowerment and work to eradicate those elements that foster poverty in our communities. In Fiscal Year 2010, we served 9,065 unduplicated clients from 24 Ohio counties, primarily located in the Northeast Ohio region. Of those clients, 90% live at or below the federal poverty level and 45% are residents of Cleveland or East Cleveland. In 2013, the name changed to OhioGuidestone in an effort to establish an identity throughout Ohio that reflects the services and geographic range of our organization.

OhioGuidestone is committed to nurturing a clinical atmosphere in which theory and practice are collaboratively discussed and in which new learning and development is fostered and encouraged. Our clinicians are made up of psychologists, licensed independent social workers, professional clinical counselors, and other clinical staff in the process of accumulating hours in order to meet licensure requirements. OhioGuidestone provides an array of behavioral health and family support services in order to enhance the dignity of every individual. These services are directed toward enhancing a person's individuality, potential for independence, and interpersonal relationships with family and community.

OhioGuidestone offers services in the following areas:

*Residential Treatment:* Residential treatment services include Short Term Emergency Placement for children, ages 7-18, who require intensive supervision and stabilization on a temporary basis, Secure Treatment for children, ages 12-17, experiencing unpredictable or self-endangering behavior, Community-Based Treatment Center for boys, ages 14-17, in conjunction with the Cuyahoga County Juvenile Court, Specialized Holistic Aggressor Recovery Program (SHARP) is a unique program for boys, ages 7-18, who have been abused and subsequently act out in a physically or sexually aggressive manner and frequently have additional psychiatric challenges, a Dual Diagnosis Program that provides care for children 12-18, with both mental health diagnosis and chemical dependency problems, and Open Residential Treatment serving children, ages 7-18, suffering from a range of emotional problems

*Community-Based Services:* Community-based behavioral health services and interventions help provide children and families who are facing tough times with programs in their homes, schools, and neighborhoods. Our behavioral health programs help to assess emotional and behavioral health problems and teach children, families, and young adults to cope with difficulties in their lives. OhioGuidestone is also committed to supporting and helping youth in the process of

transitioning from dependent minors to independent young adults by providing a stable environment in which to learn job readiness, daily living skills, and development of social skills with a focus on holistic health.

*Out-of-Home Care Services:* OhioGuidestone provides a safe haven and alternative living for children who have been removed from their birth families and are in need of healing and nurturing. We offer foster care, adoption, and residential care services for school-aged children as well as programs which help break destructive patterns and nurture youth into self-sufficiency.

*Early Childhood Education Services:* We operate five, highly rated, childcare centers serving children and families in Maple Heights, Lakewood, Berea, Brook Park, and Middleburg Heights. Since its inception the program's goal has been to assist families in breaking the cycle of poverty by providing the finest and highest quality care and learning environment to young children.

## Mission and Vision

### Mission Statement

At OhioGuidestone, our mission is to provide pathways for growth, achievement and lifelong success.

### Vision Statement

Future generations are educated, self-reliant, and contributing members of strong communities.

### Core Values:

**FAITH:** Faith is a belief that a force greater than ourselves supports and guides us.

**TRUST:** Trust is the foundation of every relationship and provides a safe environment to work, to grow and to change.

**COURAGE:** Courage strengthens us to do the right thing, even when it is the difficult thing.

**EMPOWERMENT:** Empowerment guides people to realize they have the ability to change the purpose, the direction and the outcome of their life.

**WISDOM:** Wisdom comes from learning and experiencing life and is then shared with others.

**JUSTICE:** Justice is equal opportunity for all and individual responsibility to act on the opportunities provided.

**HOPE:** Hope is a positive view of the future and belief in the capacity for change.

**COMPASSION:** Compassion is the emotion that we feel in response to suffering.

## The Doctoral Internship in Health Service Psychology at OhioGuidestone

### I) Introduction to the Program

The Doctoral Internship in Health Service Psychology at OhioGuidestone is designed to facilitate the professional growth of Doctoral interns who are in the process of becoming practicing psychologists. The goals of the internship year include assisting the intern to become more skilled in the breadth and techniques of assessment and intervention with children, adolescents, adults, and families. We also hope to provide an understanding of these intervention strategies within the context of a chosen theoretical rationale. Additionally, the internship year will familiarize interns with a host of issues that will involve them in the delivery of behavioral health services to children, adolescents, adults, and families and in a variety of treatment modalities appropriate to working with this population. During the training year, emphasis is also placed on giving the intern exposure to the varied roles a psychologist plays in a large community-based behavioral health agency, including but not limited to administration, clinical training, program evaluation, and consultation.

Students entering the Internship Program will have finished their course work, completed at least four years of graduate training, completed at least 400 hours of supervised practicum training, been admitted to doctoral candidacy, and received confirmation by their graduate training director of their readiness for internship prior to the beginning of the internship year.

OhioGuidestone is accredited by the American Psychological Association, Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242, telephone 202-336-5979. OhioGuidestone is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and follows their guidelines. For more information about APPIC, please visit their website at [www.appic.org](http://www.appic.org) or call 202-336-5979.

The stipend for Doctoral interns is accrued hourly with an annual stipend of \$20,000.00 per year in addition to carry medical coverage if needed. Interns accrue ten days of vacation over the year, and have eight and a half agency holidays, one accrued personal day, and up to twelve accrued sick days. In the case of a family death, the agency also grants bereavement time.

### II) Philosophy and Model of Training

#### A) Overall Philosophy of Training

The educational and training model of the OhioGuidestone Internship Program grows out of the Local Clinical-Scientist Model. Consistent with this model of training, the scientific approach is applied to all clinical practice endeavors through a process of learning, doing, and reflecting. Interns are exposed to research-based empirical and theoretical knowledge in the field, given a wide variety of experiences in service delivery, and asked to engage in ongoing analysis, reflection, and dialogue on the nature of this experience. The general knowledge gleaned from scientific and theoretical endeavors is then adapted to the clients' own particular emotional, cultural, and environmental context to arrive at treatment strategies that are most fitting.

Supervision then offers the opportunity for reflection, incorporating examination of ethical issues, and the interns' professional identity.

The process of learning, doing, and reflecting is applied to all psychological roles including service delivery, consultation, clinical training, and behavioral health administration. The scientific principles of careful and systematic observation, as well as those of curiosity, inquisitiveness, skepticism, and openness to divergence are encouraged and valued as a means of carefully reflecting on experiences. This approach fosters the development of professionals who have a perspective that ranges from the particular to the general, sensitivity to ecological validity and cultural context, and respect for the complexity and subtlety of their work.

## B) Training Model

The Internship Program's model of training is experiential, based on the belief that professional competency is developed through hands-on direct service contact with clients and subsequent in-depth analysis of that contact. A key component of this analysis is the interns' endeavor to learn who they are as clinicians and in turn make increasing use of that knowledge to better understand and help their clients. This growing awareness of self is integrated with the interns' knowledge of theory and research, balancing the art and science of psychology.

Interns have the opportunity to join multidisciplinary teams in a role of autonomy and responsibility, while being provided with the necessary support, supervision, and training that they need to fully assume that role. This approach to learning is carried through in all aspects of the intern's professional training, including experiences with behavioral health administration, clinical training, and consultation.

Work at OhioGuidestone demands flexibility and adaptability, as much of the therapeutic work is conducted in non-traditional settings (e.g. a school-based setting, the client's home, etc.). This allows interns to develop a conceptualization of their role that is not bound to a specific external structure, fostering the development of psychologists who are able to meet the needs of an ever-changing world while maintaining the basic tenets of their role and their profession.

## C) Treatment Philosophy

OhioGuidestone is an organization committed to working within the larger community, creating linkages with governmental agencies, the business and philanthropic communities, and other providers. Our clients must also function within their communities; therefore, a significant part of their treatment involves uncovering, strengthening, and creating linkages in their lives. This approach may range from helping an individual link with unacknowledged parts of the self, to helping members of a family link with each other, to facilitating a family's linkage with community resources to meet their needs. Many clients of OhioGuidestone are dealing with problems that are of a chronic and highly complex nature. The intern is trained to understand and appreciate the tremendous energy and hope that can be stimulated by even subtle or fragile linkages, thereby decreasing the individual or family's sense of isolation and hopelessness.

The treatment methods at OhioGuidestone reflect this dedication to forging links. Two of these treatment approaches are described below.

### 1) The Team Approach

In approaching the treatment of children, adolescents, and families, OhioGuidestone believes strongly in a treatment team approach. A child must be viewed not in isolation, but rather within the context of the many different arenas in which he/she lives, including family, school, friendship, other support networks, and the larger community. Viewing a child from a multitude of vantage points allows areas of strength, as well as areas of deficit to be readily evident and demands that the clinician make sense of apparent differences in functioning within varying environments. This results in more careful and realistic assessments of the child or family, along with facilitating the creation of practical and individualized service plans.

Depending on the program and services a client receives, the treatment teams consists of psychologists, social workers, professional counselors, psychiatrists, nurses, care managers, vocational specialists, and direct care staff. The intern is often the clinical coordinator of a client's care and guides the overall care. Interns have a valuable opportunity to learn from the various disciplines to enhance their professional growth and development and to better understand how an integrative approach enhances client care. Interns attend program meetings and individual client review meetings. At these meetings, the interns have an opportunity to interact with the team members and coordinate treatment.

### 2) Treatment Philosophy

In keeping with this team approach, OhioGuidestone has amalgamated the treatment perspectives of cognitive behavioral, family systems, and psychodynamic therapy into a fluid and integrated approach that focuses on the effects of developmental trauma on a client's functioning. The overall orientation of the agency's behavioral health services is cognitive behavioral in nature. Psychodynamic and family systems theory is utilized to better understand the origins of the symptoms presentation, the context of the internalization of early significant relationships, and developmental arrests. The ways in which cultural background, socio-economic status, and genetic predisposition and limitation shape, structure, and influence the way one experiences the world and copes with internal and external stressors is emphasized.

Clinicians at OhioGuidestone work practically using techniques from cognitive-behavioral, developmental, psychodynamic, and family systems models. Behavioral interventions assist a child to learn to approach situations in new and more adaptive ways through techniques such as shaping, reinforcing client strengths, and teaching new skills. Cognitive techniques try to alter maladaptive thoughts and irrational fears. Psychodynamic interventions help the client to better understand the origin of the difficulties in their lives in order to gain needed insight to make lasting changes. Family systems approaches help to restructure families, develop appropriate boundaries, and enhance communication and empathy among family members. Clients are encouraged to expand their repertoire of coping skills by learning problem-solving techniques, socialization skills, relationship skills, relaxation techniques, and other beneficial skills and techniques as necessary.

Clinicians at OhioGuidestone place an emphasis on understanding the relational aspects of the therapeutic connection. The relationship is utilized to uncover patterns of behavior in the here-and-now that may be interfering with the client's growth. Clinicians may investigate the relationships to their clients through understanding issues of transference and countertransference and use may this understanding to plan interventions with the goal of assisting their clients to develop supportive, stable, and sustaining relationships both within their family and the community.

Clients at OhioGuidestone often inadvertently share who they are by making the clinician feel as they do, or as significant others in their life might feel. As a result, the clinician's countertransference reactions are often crucial pieces of data that when harnessed, significantly contribute to understanding the client. Clinical supervision, therefore, requires that interns be willing to share their countertransference reactions and their emotional experiences of clients with their supervisors. Because clinicians use themselves as "tools" in the therapeutic encounter, self-awareness and self-reflection are emphasized. Supervisors assist interns in exploring and understanding the qualities and dynamics they bring to each interpersonal encounter and how these facilitate or hinder effective communication.

A similar approach is taken in work with families. The focus of family treatment generally includes identifying conflicts, role confusion, and emotional needs. Clinicians may aid family members in recognizing and acknowledging their abilities, as well as their limitations, along with learning new, more nurturing and satisfying ways of relating. They may also target specific child behavioral problems and assist parents by encouraging, supporting, and strengthening their roles so as to become partners with their children in effecting change.

### III) Goals and Competencies

The overall goal of OhioGuidestone Doctoral Internship Program is to prepare interns for the professional practice of psychology. The program has clearly defined areas of expected competency that are consistent both with our philosophy and training model as well as with more global standards for the training of professional psychologists. By the end of the internship year, there is an expectation that interns will have developed basic competency in the following areas:

#### A) Theories and Methods of Effective Psychotherapeutic Intervention

Achieve competency in providing psychotherapeutic services (individual, family, and group) to children, adolescents, and families of differing cognitive capacities, diagnostic categories, and cultural and socio-economic backgrounds. Achieve competence in case conceptualization, treatment planning, and assessment and management of client risk.

#### B) Theories and Methods of Assessment and Diagnosis

Achieve competency in the administration, interpretation, integration, and reporting of psychological test battery data. Demonstrate a thorough working knowledge of psychiatric diagnostic nomenclature and DSM multi-axial classification as related to clients with a range of

age, cognitive ability, symptomatology, behavioral disturbance, ethnicity, and socio-economic status.

C) Individual and Cultural Diversity

Achieve competency in the utilization of the guidelines for multicultural education and training established by the American Psychological Association as a backdrop for individual and group work. Demonstrate openness to exploring one's own cultural identity issues. Achieve competency in delivery of culturally sensitive psychological services.

D) Scholarly Inquiry and Application of Current Scientific Knowledge to Practice

Achieve competency in gathering clinical and research information to enhance clinical knowledge and individualize client care.

E) Inter-Professional Treatment Settings

Achieve competency in the development of collaborative interactions with professionals of different disciplines and training backgrounds. This includes the area of case consultation. Demonstrate an ability to selectively and appropriately act as an effective leader.

F) Professional Conduct, Ethics, and Legal Matters

Achieve competence in seeking supervision when indicated, displaying appropriate interpersonal boundaries, completing required paperwork in a timely fashion, and displaying efficient and effective time management skills. Demonstrate increased understanding of, and conformance to, legal and ethical standards in clinical practice as outlined according to the Ohio State Board of Psychology and the American Psychological Association ethics code.

IV) Structure of the Program

A) School Based Mental Health Services

OhioGuidestone has served with and in schools from our very beginning. All our work is with the child within the child's environment including school, family, home, and community. School-based services provide proven behavioral health services directly in the schools. Innovative programming is custom made for the schools and includes individual, group, parent, and family services. Youth are self-referred or referred by school personnel. Youth are seen with a wide variety of presenting problems such as behavioral acting out, post traumatic stress, depression, anxiety, attention and hyperactivity problems, suicidality, and family conflict.

Four interns are assigned to School Based Mental Health Services two days per week. The interns will be assigned to one school for the duration of the school year. At the end of the school year, interns are expected to continue to see their school based clients in the community. Interns are expected to carry a caseload of 8-12 clients. Interns will learn how emotional, learning, and behavioral problems influence school and community functioning. Interns are

expected to develop consultation, collaboration, and crisis management skills. Intern responsibilities also include providing case management services and consultation with the referral source and other behavioral health professionals.

#### B) Outpatient Counseling

OhioGuidestone offers counseling services at several sites throughout the Greater Cleveland area, though Doctoral interns will be housed in one location. Outpatient counseling provides personalized and professional services to children, adolescents, adults, and families. A variety of counseling modalities or approaches are used based on the needs of the client and family. Youth and adults are seen with a wide variety of presenting problems such as behavioral acting out, post traumatic stress, depression, anxiety, attention and hyperactivity problems, suicidality, and family conflict. Modalities or approaches used are brief cognitive, reality based, insight oriented, and behavioral.

Two interns are assigned to Outpatient Counseling two days per week. Interns are expected to carry a caseload of 8-12 clients. Work is primarily done in the office with occasional sessions in the client's home as need arises. Therapy includes individual and family modalities with a focus on an integrative approach that utilizes interventions from a variety of modalities tailored to meet the individual needs of the clients. Intern responsibilities also include providing case management services and consultation with the referral source and other behavioral health professionals.

#### C) Early Childhood Services

OhioGuidestone recognizes the early childhood years as the most critical period in the development of a child. Realizing this, OhioGuidestone offers services that braid together our strengths as an agency to meet the basic and attachment needs of young children and their families. We support the spiritual, medical, developmental, and behavioral health needs of our young clients through various programs including: Early Intervention Service Coordination, Medically Fragile Foster Care, Help Me Grow, and Early Childhood Mental Health.

Three interns are assigned to Early Childhood Mental Health two days per week. Interns are expected to carry a caseload of 8-12 clients. Most work is done in the client's home. Treatment includes early intervention services, family therapy, and linkages to other service providers. Intern responsibilities also include providing case management services and consultation with the referral source and other behavioral health professionals.

#### D) Lorain County

OhioGuidestone has become a leader in providing mental health services to an impoverished county in the Cleveland metropolitan area. Lorain County has a large percentage of clients who struggle with transportation and getting basic needs met. All our work is with the client within their environment including school, home, and community. Youth and adults are seen with a wide variety of presenting problems such as behavioral acting out, post traumatic stress, depression, anxiety, attention and hyperactivity problems, suicidality, family conflict, and

maternal depression. Modalities or approaches used are brief cognitive, reality based, insight oriented, and behavioral. In addition, many staff in that location are certified in Trauma Focused CBT and are part of an ongoing research study about the effectiveness of Trauma Focused CBT.

Two interns are assigned to Lorain County two days per week. These interns are expected to carry a caseload of 8-12 clients. Most work is done in the client's home. Therapy includes individual and family modalities with a focus on an integrative approach that utilizes interventions from a variety of modalities tailored to meet the individual needs of the clients. The intern also co-facilitates in the Incredible Years Small Group Treatment program. Intern responsibilities also include providing case management services and consultation with the referral source and other behavioral health professionals.

#### E) At-Home Counseling

In keeping in line with our mission and vision statements, OhioGuidestone offers counseling services in the homes and communities where our clients live. At-Home Counseling provides personalized and professional services to children, adolescents, adults, and families. Many of these clients are at risk for removal from their homes due to their emotional and behavioral challenges. A variety of counseling modalities or approaches are used based on the needs of the client and family. Youth are seen with a wide variety of presenting problems such as behavioral acting out, post traumatic stress, depression, anxiety, attention and hyperactivity problems, suicidality, and family conflict. Modalities or approaches used are brief cognitive, reality based, insight oriented, and behavioral.

Two interns are assigned to At-Home Counseling two days per week. Interns are expected to carry a caseload of 8-12 clients. Work is primarily done in the home with occasional sessions in the client's school and community as need arises. Therapy includes individual and family modalities with a focus on an integrative approach that utilizes interventions from a variety of modalities tailored to meet the individual needs of the clients. Interns are expected to develop consultation, collaboration, and crisis management skills. Intern responsibilities also include providing case management services and consultation with the referral source and other behavioral health professionals.

#### F) Psychological Evaluation

OhioGuidestone provides a comprehensive array of assessment services. Psychological evaluations are designed to address several issues such as cognitive functioning, academic achievement, executive functioning, adaptive functioning, reality testing, and social-emotional functioning. A wide variety of measures are utilized to develop a comprehensive and integrated view of overall client functioning. Clients are referred for psychological evaluations in order to clarify diagnosis, provide treatment recommendations, determine treatment needs upon discharge from a more restrictive setting, and to assess the impact of trauma on a client's functioning. Referrals come from any program within our agency. Interns are expected to provide feedback to children, families, and other professionals through written reports and verbal feedback. Given that assessments cover a wide range of concerns, the assessment length varies from client to

client. Thus, there is no set number of psychological evaluations expected to be completed during the year.

Psychological evaluation can be either a minor or a major rotation. If assessment is a minor rotation, interns dedicate approximately three hours per week to assessment. Three interns are assigned psychological evaluation as a major rotation. If evaluation is a major rotation, than additional assessments such as fire setting risk and sexual risk assessments may be included under psychological evaluation. These interns are expected to have approximately seven to nine hours per week of assessment direct service, depending on the time of year. These interns also are assigned a practicum student to supervise in the area of evaluation during the internship year. Under the guidance of the assessment supervisor, those interns provide one hour per week of individual supervision to doctoral students in psychology.

#### V) Training

The training program at OhioGuidestone provides interns with training opportunities and seminars that offer theoretical and practical knowledge based on pertinent literature and research as well as on clinical experience. Relevant articles and/or bibliographies are given to interns in conjunction with training and supervision experiences. While most training and supervision is exclusively with fellow Doctoral interns, some experiences are interdisciplinary in nature, offering interns the opportunity to interact with counselors, social workers, nurses, and psychologists. Interns often enjoy the diversity and exposure to various disciplines. Training is sequential and cumulative. All training didactics are coordinated by a faculty member.

##### A) Diversity Didactic

The Diversity Didactic meets, on average, twice monthly for two hours each meeting. The didactic utilizes the guidelines for multicultural education and training established by the American Psychological Association as a backdrop for individual and group work. The didactic was originally constructed and taught by instructor, Dr. Martha Webb, the 2010 APPIC Excellence in Diversity Training award winner. Since her retirement, an additional highly qualified staff member was added to continue this excellence in training. Both experiential and didactic modes will provide interns the opportunity to examine their own attitudes and beliefs about race, ethnicity, and work within a multicultural organization and society. Interns will integrate the knowledge gained in didactic sessions with their clinical and assessment work with clients. This course will enhance the interns' ability to engage with clients in a manner that is sensitive to cultural differences and informed as to the meaning of those differences for the individual and their larger community.

##### B) Open Didactic

There will be an ongoing didactic series lead by various faculty members or invited guests. Topics will cover a wide range of clinical issues related to the practice of Health Service Psychology. Examples of topics include parenting interventions, child-centered play therapy, family interventions, consultation, developmental trauma, executive functioning, art therapy interventions, solution focused therapy, couples interventions, and program evaluation.

#### C) Professional Conduct and Ethics Didactic

The Professional Conduct and Ethics Didactic will meet six times for two hours each meeting. This didactic will cover the professional conduct and legal and ethical issues inherent in the process of Health Service Psychology. Topics that will be included for consideration include: licensing and certification, professional interpersonal behavior, coping strategies, professional responsibility and documentation, time management, and administrative competency. Ethical topics included for consideration include: confidentiality / privacy, managed care models, “duty to warn,” expert testimony, malpractice, and forensic matters such as the insanity defense.

#### D) Scholarly Inquiry and Application

Training in the area of scholarly inquiry and application will involve the interns working with the internship faculty to develop a professional presentation on a relevant area of clinical interest. The interns with the guidance of the assigned faculty member will select an area of interest related to their current clinical work. The interns will seek out current scientific knowledge including research and theory. The interns and assigned faculty member will work collaboratively to develop a training presentation on the chosen topic that enhances knowledge of the topic and its relevance to current clinical practice. The interns and assigned faculty will then deliver that training to a professional audience. The interns will receive audience as well as supervisory feedback.

#### E) Formal Case Presentation

Interns are expected to do one formal case presentation and dissertation presentation to the internship faculty and fellow interns. The case presentation is expected to involve case conceptualization. The interns receive feedback on both their style of presentation as well as on the case and dissertation content.

#### F) Departmental Staff Meetings

Each department has periodic staff meeting at which administrative, client, and treatment issues are discussed. Interns are encouraged to attend these departmental meeting when possible to gain valuable resources and to develop relationships across disciplines. This also allows them to act as internship liaisons with that department and are able to inform staff and other interns of topics covered at that meeting.

#### VI) Supervision

Supervision will be provided in accordance with the requirements of the university in which the intern is enrolled, APPIC membership standards, and the American Psychological Association’s Guidelines and Principles for Accreditation of Programs in Health Service Psychology. A combination of individual and group supervision will be provided.

#### A) Individual Supervision

Interns will receive a minimum of two hours of individual supervision per week by two licensed psychologists, one of which is the Training Director. One hour of supervision will be dedicated to each major rotation. Supervision often begins focusing on administrative and time management tasks, then moves into client conceptualization, and then onto broader topics like the use of self in therapy. Supervision includes attending therapy or assessment sessions with the intern as warranted and may include reviewing audiotapes or videotapes of therapy sessions.

#### B) Professional Development Supervision

Interns will receive one and a half hour per week of group supervision by a licensed psychologist or post-doctoral psychology fellow under umbrella supervision. Part of that supervision will include in-depth discussion of the processes of developing professional identity and voice, individual case reviews with an emphasis on the therapist role, development of personal clinical orientation and accompanying theoretical knowledge and application, and review of relevant literature.

#### C) Psychological Evaluation Supervision

Interns who have assessment as a minor rotation will receive an average of one hour of group supervision on the administration, interpretation, and writing of psychological test batteries by a licensed psychologist. Intern assessment cases will be discussed on an ongoing basis. Part of that supervision will include training on relevant assessment instruments.

#### D) Supervision of Practicum Student Supervision

Interns who have psychological evaluation as a major rotation will receive an average of one hour of group supervision dedicated to developing their supervision skills by a licensed psychologist. Part of the supervision will include covering various theories of supervision and observing supervision session.

#### E) Availability of Supervisors

In addition to regularly scheduled supervision sessions, individual and group supervisors have an “open door” policy and are always available for consultation or assistance. Interns are expected to utilize this “open door” policy that is an integral part of the supervisory experience in a milieu setting. All individual supervisors have cell phones and email and are therefore available for consultation even when they are off grounds, including during evening and weekend hours. The Training Director or designee is the back-up supervisor who is available to interns when their individual supervisors are not on grounds or are on vacation.

#### VII) Advisement and Evaluation

During the initial four weeks of the internship year, interns work with the Training Director and other faculty to formulate a Training Agreement and Individual Learning Plan for the year,

outlining a number of specific individualized goals and objectives. In preparation for creating this contract, interns are asked to fill out a Self-Assessment focusing on the six overall competency goals for the year. Based on this document; input from the intern's graduate program; supervisors' initial assessments; and the intern's interests, past experience, and long-term professional goals the Training Director, along with the intern, complete an Individual Learning Plan by the first week of October. Two other times during the year, the intern fills out a Self-Assessment that is used by the intern and supervisor to re-assess training goals.

Interns receive three formal competency based written evaluations during the course of the internship year. The first evaluation takes place in December, the second takes place in April, and the year-end evaluation takes place in August. The evaluations contain both a narrative and a quantitative component. They offer an in-depth analysis of competency areas, noting in particular the intern's strengths and areas of needed growth. The evaluation prepared at the end of the internship year includes an indication of an intern's progress during the year, areas of strength, and suggested areas of continued focus. The final evaluation requires a combined score of 168 for the quantitative portion of the evaluation. A score of 168 indicates general competency expected for the end of the internship year. Such a combined score also allows for some areas exceeding expectations and being comparable to independent licensure and for some areas to still focus on in supervision after the internship is completed. Evaluations are prepared by the Training Director with input from all supervisors and training faculty who have worked with the intern. Internship core faculty meets on a monthly basis to review the internship program, intern development and performance, and address any issues that may arise. Informal feedback based on that monthly meeting will be provided to the intern on an ongoing basis.

If an intern is experiencing problems that interfere with attainment of sufficient progress, an inadequate rating may be given and a remediation plan may be developed. The remediation plan identifies the problem areas as well as the desired goals and objectives towards resolving the deficiency. Implementation of a remediation plan is determined by the Training Director and the individual's supervisors. The intern is actively involved in the process. Length of remediation can vary depending on the identified areas. Decisions regarding successful completion of the remediation plan are determined by the Training Director and supervisors following a formal review with the intern. The intern's academic training director is involved throughout the process. Should the intern disagree with the inadequate rating or faculty is not satisfied with the intern's action in response to the action, due process / grievance procedures may be implemented. For more details about the OhioGuidestone due process procedures, please refer to the OhioGuidestone Due Process document.

#### VIII) Psychology Administrative and Supervisory Staff

**Robert Brian Denton, Psy.D.** (Wright State University - School of Health Service Psychology, 2007) is the Director of the Psychology Internship Program. He coordinates the agency psychological testing service, coordinates the Doctoral internship, provides clinical trainings to various departments, and consults with other departments. His theoretical orientation is integrative in nature, with a foundation in contemporary psychodynamic theories. Dr. Denton's interests include working with children and adolescents, trauma, multicultural awareness, personal empowerment, and incorporation of mindfulness-based principles in clinical work. He

provides supervision for various aspects of the internship program and leads the Professional Conduct and Ethics Didactic.

**Marcia Troese, Ph.D.** (University of Maine, 2014) is a Supervising Psychologist and primarily supervises Psychological Assessment. Dr. Troese also provides direct psychological assessment and psychoeducational assessment services. She primarily works from a Cognitive-Behavioral framework, and integrates a Developmental and Biopsychosocial framework. She enjoys working with children and adolescent population, and developmental disabilities such as Autism Spectrum Disorder and issues that result from prenatal drug exposure.

**Julie Janco-Gidley, Ph.D.** (The University of Akron, 2006) is a Supervising Psychologist. She is involved in psychological assessments and provides supervision for post-internship psychology fellows. She also serves as adjunct faculty at Lakeland Community College and conducts psychology assessments in private practice. Her theoretical orientation is primarily cognitive-behavioral. Dr. Janco-Gidley's professional interests include working with children and families, parenting, women's issues, brief therapy, nontraditional therapy, stress and coping, and social support and other protective factors.

**Courtney A. Gotschall, Psy.D.** (Illinois School of Health Service Psychology) is a Psychologist in the Early Childhood Mental Health program. She is involved in providing services to children and their families ages birth to six to help promote healthy development and mental health. Her theoretical orientation is integrative with an emphasis on family systems theory. Dr. Gotschall's professional interests are in the area of trauma, attachment, and play therapy techniques. She serves as supervisor for interns.

**Benjamin W. Kearney, Ph.D.** (Cleveland State University, 2000) is the Vice President and Chief Clinical Officer. He also serves as an adjunct professor at Cleveland State and has a private practice. His theoretical orientation is primarily cognitive behavioral influenced by attachment theory, family systems theory, and neurodevelopmental information. Dr. Kearney's areas of interest include program evaluation, mental health system development, mental health organization management, and early childhood mental health.

**Evan S. McBroom, Ph.D.** (University of Toledo) is a School Services Psychology Fellow. He is involved in providing services to children and their families from kindergarten through eighth grade. His theoretical orientation is integrative with an emphasis on Cognitive Behavioral Therapy. Mr. McBroom's professional interests are in the area of media violence and video game addiction. He serves as a mentor for interns.

**Laura Moncrief, Psy.D.** (Illinois School of Health Service Psychology, 2002) is a Supervising Psychologist. She is involved in psychological assessment, school based mental health services, and in-service training. Her theoretical orientation is integrative with an emphasis on cognitive and interpersonal theory. Dr. Moncrief's main interests are in the area of trauma, particularly sexual abuse from both the perspective of the victim and the aggressor. She is also interested in working with youth in out-of-home placements, transitions from youth to young adulthood, relationship issues, and women's issues. She provides supervision for school services, assessment, and Lorain County programs.

**Jennifer Caldwell, Ph.D.** (Loyola University Chicago, 2008) is a counseling psychologist whose research and clinical interests include post-traumatic stress disorder, violence against women, the psychology of oppression, multicultural counseling, and social justice training and advocacy. She is the facilitator of the Diversity didactic series at OhioGuidestone.

#### IX) Logistics of the Training Year

##### A) Stipend and Benefits

The stipend for Doctoral interns is \$20,000 for the internship year, with the additional of medical coverage if needed. The internship year begins the first of September and runs for a full calendar year. Interns are expected to be on site Monday through Friday. Interns are expected to work approximately three evenings per week. Interns accrue a total of 10 days paid vacation time, which is earned throughout the year. In addition, there are 8.5 paid agency holidays and 1 earned personal day, and interns will accrue time up to 12 sick days to be used on account of illness.

Agency Holidays are as follows: Labor Day, Thanksgiving, Christmas, New Year's Day, Martin Luther King Day, Good Friday, Memorial Day, and Independence Day

Interns have administrative assistance during the year. They have designated office space, a computer work station, portable computer, and agency issued cell phones. All testing materials required for psychological assessments are provided. Readings for didactics are provided. Finally, office supplies are provided.

##### B) Eligibility

The doctoral students must be "in good standing" and:

- Will be/have been accepted for doctoral candidacy in a clinical, counseling, or school psychology program of an accredited institution prior to beginning the internship.
- Have a master's degree in psychology.
- Have completed four years of graduate psychology training.
- Have completed a minimum of 400 hours of supervised psychotherapeutic and psychodiagnostic practicum experiences in psychology preferably in the areas of child and family.
- Have successfully passed comprehensive exams.
- Have successfully defended dissertation proposal.
- Applicant acceptance is pending fingerprint clearance from the Department of Justice and the FBI, pre-employment physical, and verification of your legal right to work in the United States.

C) Applications

- OhioGuidestone is utilizing the APPIC Application for Psychology Internship (AAPI) online available at the APPIC web site [www.appic.org](http://www.appic.org).
- Three letters of reference from professionals best able to provide information about professional skills and potential.
- A work sample of a completed psychological report with identifying information deleted. This goes under the supplemental section.

If you need additional information, please contact the Training Director:

Robert B. Denton, Psy.D.

Director – Psychology Internship Program

OhioGuidestone

16101 Snow Rd.

Suite 103

Brook Park, OH 44142

440-260-6870

[Robert.Denton@OhioGuidestone.org](mailto:Robert.Denton@OhioGuidestone.org)

D) Selection Process

- All application materials must be submitted by November 15.
- The initial screening process will begin upon receipt of all materials requested on the application form. Following receipt and review of this material, the eligible applicants will be contacted for a personal interview by December 1.
- Interviews will take place the first three weeks of January. On site interviews are offered but not mandatory.
- This internship site agrees to abide by the APPIC Policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

Please note that this intern manual is subject to change for subsequent years based on the future needs of the internship program and the agency.

The Doctoral Internship in Health Service Psychology at OhioGuidestone

2017-2018 Intern Manual

My signature below indicates that I have been given a copy of and read the 2017-2018 internship manual.

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Doctoral Intern Name (Printed)

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Doctoral Intern Signature

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Date