

# Mid-Michigan Psychology Internship Consortium

Match Number: 244711



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# Internship Program

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# MMPIC Training and Philosophy

Welcome to the Mid-Michigan Psychology Internship Consortium (MMPIC) pre-doctoral psychology internship. MMPIC includes faculty from Michigan State University, Central Michigan University, and the University of Michigan. The five MMPIC consortium internship sites are:

- **Ingham Intermediate School District** (Mason, MI)
- **Psychology Internship in Integrated Behavioral Health and Pediatric Psychology, housed in Michigan Medicine, Department of Pediatrics and Communicable Diseases, Division of Pediatric Psychology** (Ann Arbor, MI)
- **Saginaw Public Schools** (Saginaw, MI)
- **Sunfield Center for Autism, ADHD and Behavioral Health** (Ann Arbor, MI)
- **Thriving Minds Behavioral Health Center** (Brighton, MI)

The mission of the Mid-Michigan Psychology Internship Consortium is to train scientist-scholar-practitioners who approach their work from an ecological perspective. MMPIC offers intensive, structured training experiences with a school-aged population at the individual, family, school, and systems-level. MMPIC values evidence-based practices that take into consideration individual, cultural, ethnic, and societal differences. Interns are trained to engage in scholarly inquiry and are expected to apply learned knowledge in their clinical practice.

MMPIC is defined by its commitment to offering a well-rounded, comprehensive, and unified training program. Interns apply for and are admitted to MMPIC and not to individual sites. While intern responsibilities and supervision are coordinated at individual sites, interns will attend seminars, case consultation, and didactic training together as a cohort at all five sites and at Michigan State University. As a result, all interns develop competencies and deep understanding of assessment, intervention, and consultation within an ecological framework, though their daily activities may vary considerably from site to site.

The consortium accepts applicants from school and clinical psychology doctoral programs, and preference is given to interns from APA-accredited programs. Only interns from school psychology programs will be considered for the Ingham Intermediate School District and Saginaw Public Schools sites.

MMPIC is currently aligned with CDSPP training standards, and intends to seek APPIC approval in April of 2018. The consortium trainers intend to seek American Psychological Association Commission on Accreditation Eligibility Status in the Spring of 2018.



# Nature of the Internship

## Training Term

The internship program is **one full year (12 months/2000 hours)** in duration. The term of the internship program is from **August 15, 2018 to August 15, 2019**. Interns are expected to accrue approximately 40 hours per week across a full year.

## Structure of Internship

MMPIC interns are placed in one internship site and remain at that site across the whole year. Interns do not rotate through all five consortium internship sites.

The internship consortium has a non-affiliated, independent training structure. Michigan State University has been instrumental in developing the internship, has been and will be an ongoing resource, and will continue to provide administrative support to the internship consortium. Faculty from Central Michigan University and the University of Michigan will also provide support. The internship is a culminating experience that serves to integrate fieldwork training and academic preparation.

The structure of the internship schedule ensures that intern training requirements take precedence over service delivery and revenue generation. To that end, all consortium sites have agreed to protect intern schedules one day a week for didactic trainings, supervision, and time for interns to complete their dissertations or other research projects.

## Internship Activities

Interns will engage in various activities related to assessment, intervention, and consultation in academic, behavioral, psychological, and social-emotional domains. Interns can expect to spend at least 25% of their time engaging in direct service provision for children, youth, and families.

Interns will also attend didactic trainings as a cohort. These trainings will rotate among the training sites and will be led by licensed psychologists and Michigan State University faculty.

## Commitment to Excellence in Training

The consortium's affiliation with Michigan State University and Central Michigan University maintains the training emphasis. The training co-director is the Clinical Assistant Professor at Michigan State University, and the recruited consortium sites have demonstrated their commitment to collaborative, high-quality training over time. All consortium sites have a history of valuing students, providing strong supervision, and fostering high intern satisfaction. The consortium supervisors are committed to having interns develop competence across domains. So, rather than interns only completing revenue-generating activities, interns will develop their competencies through a broad array of carefully-supervised activities.



## **Patient and Client Population**

The MMPIC is committed to the value of diversity and the richness of human differences. To that end, the service and training mission of the consortium requires that the interns serve clients and families of all backgrounds with respectful, culturally-appropriate treatment and service. Interns benefit from the perspectives of clients, families, and other professionals who differ from themselves in terms of gender, ethnicity, race, culture, sexual orientation, age, religious beliefs, socio-economic class, and abilities. Thus, the consortium's policies and procedures, as well as its activities, associations, and interactions with the community, reflect and promote the dignity and worth of the individual and the value and strength of diversity in the community.

Ingham Intermediate School District is a large educational service agency providing services to students in urban, suburban, and rural school districts. Interns provide services and supports to students qualifying for special education services within various eligibility categories, including cognitive impairment, emotional impairment, speech and language impairment, early childhood developmental delay, specific learning disability, severe multiple impairment, and autism spectrum disorder. According to U.S. Census data from 2015, residents of Ingham County report identifying as follows: White (70.6%), Black/African American (12.3%), Hispanic/Latino (7.7%), Asian (6.5%), Multiracial (3.8%), American Indian/Alaska Native (0.6%), Native Hawaiian/Other Pacific Islander (0.1%).

Saginaw Public Schools is an urban school district educating approximately 7,500 students in 10 elementary schools, 1 middle school, and 3 high schools. Interns will gain experience in consultation and evaluation, empirically-support individual and/or group therapy and intervention, and crisis intervention to support children and adolescents with a variety of needs. Clients present with a variety of needs including specific learning disabilities, developmental disabilities, physical disabilities, serious mental illness, or anxiety disorders. The U.S. Census data from 2016 reports the following racial/ethnic demographics for Saginaw County, Michigan: White (76.4%), Black/African American (19.4%), Hispanic/Latino (8.4%), Asian (1.4%), Multiracial (2.2%), American Indian/Alaska Native (0.6%), Native Hawaiian/Other Pacific Islander (0.1%).

At Thriving Minds, the Sunfield Center, and Michigan Medicine Department of Pediatrics and Communicable Diseases - Division of Pediatric Psychology, interns serve diverse children, adolescents, families, and school across Mid-Michigan and Eastern Michigan, including clients residing in urban, suburban, and rural settings in the Lansing, Ann Arbor, Flint, and Detroit metropolitan areas and from nearby states. Interns provide services to clients with a variety of internalizing difficulties, externalizing behavioral difficulties, learning difficulties, and developmental differences, including children and adolescents diagnosed with an anxiety disorder, depressive disorder, tic disorder, obsessive-compulsive disorder, post-traumatic stress disorder, selective mutism, oppositional defiant disorder, attention deficit/hyperactivity disorder, learning disorder, working memory deficit, dyslexia, autism spectrum disorder, speech and language delay, or challenges adapting to illness.



# Supervision and Evaluation

## Individual Supervision of Interns

Supervision of interns is aligned with the APPIC expectations for internship supervision. Intern supervision is provided by site staff members who carry clinical responsibility for all supervised cases. Supervision guides psychological services rendered directly by the intern. The required supervision hours will be provided through face-to-face individual supervision. Each intern will receive at least two hours a week of face-to-face, individual supervision by a psychologist licensed in Michigan. Total supervision time must include 100 hours of individual supervision with a licensed psychologist plus an additional 100 hours of supervision with a licensed psychologist. Each intern will also receive an additional two hours of weekly group supervision by a licensed psychologist. MMPIC trainers believe that supervisor accessibility is an important component of a good training program. We therefore ensure that supervisors are available to answer questions and meet the needs of interns outside of their regularly scheduled supervision.

## Group Supervision of Interns

MMPIC shares resources and has coordinated training activities. MMPIC supports supervision and training for all interns and offers a monthly training seminar, referred to as MMPIC group supervision and training. Attendance at MMPIC group supervision and training is mandatory for all interns. Didactic training on specific topics is offered by licensed psychologists. Group supervision activities include seminars, videos, ethical vignettes, and didactic training. Interns will also engage in presentations and peer supervision.

In addition to the weekly individual supervision, additional supervision, and regularly scheduled group supervision and training, interns may also attend training offered by the various participating agencies. Additional training opportunities will be posted on the MMPIC listserv.

In addition to the face-to-face didactic training, interns will also have access to an online discussion forum designed to facilitate ongoing communication among trainees. This forum is intended to provide interns with opportunities for collaborative problem-solving, case conceptualization, and social support as a cohort.

Finally, interns will be invited to meet for social gatherings hosted by one of the training directors in the early fall and in the spring.



## **Evaluation of Interns**

Interns are provided formative feedback at least four times during the internship year. Each intern receives informal verbal feedback, discussion, and a short written paragraph twice a year. Each intern also receives formal written evaluation twice a year. Specifically, supervisors will complete a formal evaluation form aligned with MMPIC aims and competencies. This data will be aggregated by the training director and shared with supervisors.

## **MMPIC Expectations for Intern Performance**

### **Expectations and Hours**

In order to successfully complete the internship, the following criteria must be met:

- Total training time must include at least 2000 hours.
- Direct service time must include at least 500 hours.
- Total supervision time must include 100 hours of individual supervision with a licensed psychologist plus an additional 100 hours of supervision with a licensed psychologist.
- All client records, paperwork, and work products must be complete and reviewed with supervisors before the end of internship.

### **Completion Criteria**

- Competency-based evaluations must indicate that the intern's performance is commensurate with performance expected of an entry-level professional psychologist.
- By the mid-year evaluation, interns are expected to receive scores of 2 (Needs Improvement) or higher in all areas on the Intern Evaluation.
- By the end of the internship, interns are expected to receive scores of 3 (Satisfactory) or higher in all areas on the Intern Evaluation.
- Intern must meet site supervisor and training director expectations for successful completion of assessment, intervention, and consultation projects.

## **Continuous Program Improvement**

To ensure continuous program improvement, training directors will review intern outcomes and products to ensure intern performance meets the aims and expectations of the program. Interns will also provide feedback about the internship activities they complete and the supervision they receive, and this information will be used to promote growth over time. Specifically, the training director will gather intern satisfaction data on training sites twice a year using the Intern Evaluation of Training. Should intern satisfaction data reflect low scores at a site, the training director will seek additional intern feedback, and will then work with the site to address the mismatch in expectations.



# Training Resources

## Resources for Interns

Interns have access to all resources available at their respective intern site. Resources include available facilities, office space, printing, scanning, and copying tools, shared clerical support, and the academic, psychological, social, and emotional assessments necessary for completing internship responsibilities.

## Site Facilities

Each consortium provides adequate facilities to accommodate interns and their learning activities. Additionally, all agencies agree to administering and implementing the program's training principles, policies, and procedures addressing intern admission, financial support, training resources, supervisor access and supervision, mid- and end-of-year performance evaluations, and expectations as defined by the MMPIC consortium agreement and handbook. Sites commit to intern activities and learning to ensure the success of each intern.

## Administration

The consortium training directors and supervisors meet regularly and at least four times per year. A schedule of meeting dates, agenda, and minutes is kept by the training co-director. The trainers meet to discuss issues pertaining to the internship training program and to ensure the quality and integrity of the training program, review interns, and sites, and vote on policy. A psychologist supervisor from each agency should attend each meeting; however, given the time requirements associated with the travel distance between internship locations, teleconference attendance may sometimes be a feasible solution, but only when absolutely necessary. In addition to the need to meet face-to-face the training director and supervisors are in frequent contact via site visits, e-mail, phone, or through teleconferencing.

## Communication with Other Agencies

An MMPIC training director informs APPIC of all changes to MMPIC sites and interns. An MMPIC training director also reports on all interns' completion of internship experiences to interns' graduate programs. An MMPIC training director completes all internship verification hours to psychology licensing boards for all members on behalf of interns.



# **Internship Requirements**

## **Goals**

Each intern will write three to five concrete, data-based goals to guide his or her work each semester. Interns will include at least one exposure goal and at least one affective goal in each goal document. This document will be shared with all supervisors and will be reviewed regularly to ensure alignment between intern expectations and opportunities.

## **Ethical Dilemma Presentation**

Interns will develop an ethical/legal dilemma presentation based on their fieldwork. Interns will lead the cohort in a discussion of the facts of the dilemma, interpretation of the facts, and a clear articulation of how to resolve this issue using a structured ethical decision-making model.

## **Supervisor Evaluation and Activity Logs**

Please see the MMPIC website for the Intern Evaluation Form. These forms must be signed, completed in full, and submitted per syllabus deadlines. These evaluation forms should be attached to intern activity logs. Documenting internship hours and experiences is important in planning professional development, applying for professional credentials, and monitoring progress in meeting self-identified goals. Each intern should keep a weekly log of internship hours. Include supervision, activities, cases, workshops, client characteristics, and assessment tools.



# Content of Internship Training

## Culturally Competent Training

The MMPIC trainers are committed to the value of diversity and the richness of human differences. Our service and training mission requires that the consortium serve people of all backgrounds with the expectation of respectful, culturally-appropriate treatment and service. In particular, the consortium recognizes that stereotypes, prejudice, and discrimination have affected training and programming practices in the mental health field. We believe that we benefit from the perspectives of those who differ by gender, ethnicity, race, culture, sexual orientation, age, religious beliefs, socio-economic class, and varying abilities. Thus, the consortium's policies and procedures, as well as its activities, associations, and interactions with the community, reflect and promote the dignity and worth of the individual and the value and strength of diversity in the community. We encourage diverse individuals to apply to our program and seek out opportunities to serve diverse clients and systems.

We believe professionals become culturally competent through carefully structured experiences with people who differ with regards to gender, ethnicity, race, culture, sexual orientation, age, religious beliefs, socio-economic class, and abilities. We begin our diversity training by having interns reflect on their own perspectives, beliefs, and privilege, since nearly all our interactions as psychologists have cross-cultural components. Next, we offer interns structured didactic trainings including readings and videos on topics related to diversity. Interns will also be required to participate in reflection activities with their intern cohort. We will also encourage interns to seek out assessment, intervention, and consultation activities with diverse clients and professionals.

MMPIC has taken steps to help our interns gain experiences with diverse clients and professionals. Our curriculum aimed to cultivate cultural competence includes:

- *Training Seminars:* Interns attend trainings where they receive didactic instruction in diversity topics. Beginning at orientation, training supervisors engage in discussion regarding power differentials and discuss differences related to language, race and ethnicity, and LGBTQ status in professional settings as well as in service delivery.
- *Videos:* Interns will view videos about cross-cultural service delivery where skills are modeled. They will discuss with one another what they have learned and how it applies to their own cases and settings.
- *Assigned Readings:* Interns will prepare for trainings by reading articles regarding diversity topics.
- *Supervision:* Supervisors will reflect on the process of cross-cultural supervision and will help interns critically examine how culture influences their interactions with clients.



## Proposed 2018-2019 Didactic Calendar

Date	Presenter	Topic
August 17	Jana Aupperlee, PhD, Licensed Psychologist	MMPIC Policies, Structure, and Expectations (mandatory orientation)
September 14	Courtenay Barrett, PhD, Licensed Psychologist	Strengthening Tier 1: Observing and Coaching Evidence-Based Instructional Practices
October 19	Blake Lancaster, PhD, Licensed Psychologist	Cognitive Behavioral Therapy with Children with Depression
November 16	Aimee Kotrba, PhD, Licensed Psychologist	Cognitive Behavioral Therapy with Anxious Children
December 14	Evelyn Oka, PhD	Culturally Responsive Practice
January 18	Jana Aupperlee, PhD, Licensed Psychologist	Special Education Law, Policy, and Practice Job Hunting: Interviewing and Negotiation
February 15	Julie Galvin, PhD, Licensed Psychologist	Licensure and EPPP
March 15	Robert Miller, EdD, Licensed Psychologist	A Neuropsychological Approach to Assessment and Intervention
April 19	John Carlson, PhD, Licensed Psychologist	Supporting Psychopharmacology in Clinical Practice
May 17	Christopher Giuliano, PhD, Licensed Psychologist	Children with Challenging Behavior
June 14	Suzi Naguib, PhD, Licensed Psychologist	ASD Intervention
July 19	Jana Aupperlee, PhD, Licensed Psychologist	Supporting Interns and Parents with LGBTQIA Status
August 9	Jana Aupperlee, PhD, Licensed Psychologist	Goal Evaluation, Site Evaluation, Consortium Feedback and Wrap Up



## Training Aims and Competencies

MMPIC Aims	Sub-aims	Specific Internship Competencies
<p><b>Aim 1. Foundational Knowledge:</b> To prepare entry level psychologists with foundational knowledge in psychology</p>	<p><b>1.1 Assessment</b> Produce entry-level psychologists who demonstrate the ability to use assessment to answer referral questions and make recommendations for individuals, groups, and systems.</p>	<p><b>1.1A Application of assessment methods</b> Interns will independently select, administer, score, and interpret assessment tools, and integrate results with historical information, interviews, and observations to accurately evaluate presenting questions.</p> <p><b>1.1B Communication of assessment findings</b> Interns will communicate results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner. Interns will articulate potential limitations of data collection.</p>
	<p><b>1.2 Intervention</b> Produce entry-level psychologists who demonstrate the ability to deliver interventions that are grounded in conceptual models of intervention and evidence-based practices to address dysfunction and promote health of individuals, groups, and systems.</p>	<p><b>1.2A Intervention implementation</b> Interns will implement interventions with fidelity to empirical models and with the clinical skills to flexibly adapt where appropriate.</p> <p><b>1.2B Progress evaluation</b> Interns will independently evaluate treatment progress and modify planning as indicated, even in the absence of established outcome measures.</p>
	<p><b>1.3 Consultation and Interprofessional/interdisciplinary skills</b> Produce entry-level psychologists who demonstrate the ability to provide expert guidance or collaboration with interdisciplinary colleagues to support a client's needs or goals at the individual, group, and systems level.</p>	<p><b>1.3A Application of Consultation Methods</b> Interns will select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral questions and will apply literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases.</p>

<p><b>Aim 2. Professional Practice:</b> To prepare entry level psychologists who practice within the broad context of cultural diversity, ethics, and professional standards necessary for delivery of mental health services to individuals, groups, and systems</p>	<p><b>2.1 Individual and Cultural Diversity</b> Produce entry-level psychologists who demonstrate awareness, sensitivity, and skills in working professionally with diverse individuals, groups, and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.</p>	<p><b>2.1A Applications based on Individual and Cultural Context</b> Interns will independently monitor and apply knowledge of diversity in self and others and skills, and attitudes regarding dimensions of diversity to professional work.</p>
	<p><b>2.2 Ethical and Legal Standards</b> Produce entry level psychologists who effectively apply ethical concepts and demonstrate awareness of legal issues regarding professional activities with individuals, groups, and systems.</p>	<p><b>2.2A Knowledge of ethical, legal and professional standards and guidelines and ethical conduct</b> Interns will demonstrate advanced knowledge, application, and integration of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines.</p> <p><b>2.2B Knowledge of school-specific regulations, policies, and practices</b> Interns will demonstrate advanced knowledge, application, and integration of school-specific regulations, policies, and practices including Individuals with Disabilities Education Improvement Act, Section 504 of the Rehabilitation Act, and the Michigan Administrative Rules for Special Education.</p>
	<p><b>2.3 Professional values, attitudes, and behavior</b> Produce entry level psychologists who demonstrate behavior and comportment that reflect the values and attitudes of psychology.</p>	<p><b>2.3A Professional Identity</b> Interns will demonstrate understanding and adherence to the parameters of professional conduct for clinical psychologists, including: showing integrity, deportment, accountability, and concern for the welfare as others, all of which form their professional identity.</p>

<p><b>Aim 3. Research and Inquiry:</b> To prepare entry level psychologists who effectively consume, produce, and disseminate research.</p>	<p><b>3.1 Research</b>          Produce entry level psychologists who generate research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities</p>	<p><b>3.1A Scientific Mindedness</b>          Consistent with the scientist-scholar-practitioner model, interns will apply scientific methods of evaluating practices, interventions, and programs.  <b>3.1B Evidence-Based Practice</b>          Interns will critically review relevant research literature to inform practice, to inform knowledge of evidence-base for interventions and assessment, and assessment of outcomes of interventions.</p>
<p><b>Aim 4. Professional Conduct:</b> To prepare entry level psychologists with the communication and interpersonal skills necessary for effective collaboration with others as peers and as supervisors in the delivery of services to individuals, groups, and systems.</p>	<p><b>4.1 Communication and interpersonal skills</b>          Produce entry level psychologists who use their communication and interpersonal skills to foster their assessment, intervention, and consultation activities.</p>	<p><b>4.1A Interpersonal Skills</b>          Interns will develop and maintain effective relationships with a wide range of clients, colleagues, organizations and communities.  <b>4.1B Expressive Skills</b>          Interns will demonstrate verbal and written communications that are informative, succinct, organized, and well-integrated; nonverbal communications will be appropriate and well-aligned with the context.</p>
	<p><b>4.2 Supervision</b>          Produce entry level psychologists with the professional knowledge base of enhancing and monitoring the professional functioning of others.</p>	<p><b>4.2A Processes and Procedures</b>          Interns will demonstrate knowledge of supervision models and practices and effectively addresses limits of competency to supervise.</p>

# Intern Selection

## Intern Recruitment

Due to the consortium trainers' commitment to attracting interns with diverse backgrounds, intern recruitment will emphasize obtaining an applicant pool that is highly reflective of diversity.

Given that the consortium is affiliated with Michigan State University, the MMPIC program adheres to the university's equal opportunity statement:

*Michigan State University is committed to the principles of equal opportunity, non-discrimination and affirmative action. University programs, activities and facilities are available to all without regard to race, color, gender, religion, national origin, political persuasion, sexual orientation, marital status, disability, height, weight, veteran status, age or familial status. The University is an Affirmative Action, Equal Opportunity Employer.*

Beyond providing equal opportunity, we intend to seek out candidates with diverse experiences. We are committed to ensuring a range of diversity among our interns, and we select candidates representing different geographic areas, ages, racial and ethnic backgrounds, sexual orientations, disabilities, and life experiences. All things being equal, consideration is given to applicants who identify themselves as members of historically underrepresented groups on the basis of racial or ethnic status, as representing diversity on the basis of sexual orientation, or as representing diversity on the basis of disability status. These factors may be indicated on applicants' applications. Such applicants are given preference in ranking in comparison to comparatively qualified applicants who are not members of historically underrepresented groups.



## Practica and Academic Preparation Requirements

- **Academic Record:** Interns must be in good standing with their APA-approved doctoral program. Interns must hold at least an M.A. degree.
- **Clinical Experience:** Interns must have sufficient practicum experience working with a school-age population demonstrating adequate competency across all MMPIC aims. Interns must have at least 150 hours of assessment experience and 150 hours of intervention/consultation experience.
  - Applicants interested in the Ingham ISD and Saginaw Public Schools placement must be eligible to obtain the Michigan Preliminary School Psychologist Certificate. Per the state of Michigan, the following requirements apply: (a) hold a graduate degree in an approved school psychology certification program with no less than 45 semester credit hours, (b) have completed supervised internship of a minimum of 600 clock-hours in school psychology, and (c) possess a valid out-of-state school psychologist certificate or license if the school psychologist program was completed in another state. Visit the [Michigan Department of Education](#) website for more information.
  - Applicants for all other placements must be eligible to obtain their Master's Educational Limited License in Psychology (TLLP). Criteria and procedures for application are found on the [Michigan Board of Psychology website](#).
  - **Students from in-state doctoral programs should refer to their program guidelines for obtaining these credentials.**
- **Scholarship:** Consistent with the scientist-scholar-practitioner model, interns must successfully complete their doctoral dissertation proposal prior to the internship interview.
- **Writing Skills:** Interns must demonstrate strong writing skills in application materials. Applicants must submit one assessment report and one other professional write-up (consultation report, therapy report, intervention progress report) with their application.
- **Letters of Recommendation:** Interns must have three letters of recommendation aligned with the scientist-scholar-practitioner model of training. One of these letters must be from the Doctoral Program's Director of Clinical Training.
- **Interpersonal and Communication Skills:** MMPIC seeks interns who are flexible, collaborative, independent, mature, and open to feedback and supervision. Applicants who are interested in culturally competent practice or speak a second language will be prioritized.

## Selection Process

At least two trainers will review each application. Trainers seek applicants who have a sound clinical and scientific knowledge base from their academic program, strong basic skills in assessment, intervention, and consultation, and the personal characteristics necessary to function well in our internship setting. Our selection criteria are based on a "goodness of fit" with our scientist-practitioner-scholar model, and we look for interns whose training goals match the training we offer. We prefer interns from university-based programs but consider candidates from free-standing programs as well. *Note:* The selection process may include information gained from internet searches of applicants' names.



## Interview Process

In-person interviews are required of all applicants who make the final selection round. In-person interviews will take a full day and involve an informational session with the training director(s) and meetings with at least two supervisors. One of the interviews will involve discussing a clinical vignette.

## Application Procedures

MMPIC is not yet a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). We are, however, part of the APPIC match for 2017-2018. Over the years, APPIC has developed procedures for student-internship matching, and these guidelines continue to evolve over time as APPIC remains responsive to the varied concerns around this issue. The guidelines in effect for this application year are available from [APPIC](#). MMPIC agrees to follow APPIC guidelines. 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.

MMPIC will participate in the APPIC Internship Matching Program administered by National Matching Services Inc. (NMS). Applicants must complete the [APPIC Application for Psychology Internship \(AAPI\)](#) online. The Match number for MMPIC is: 244711.

## Cover Letter

Applicants should indicate which consortium site or sites they are applying to in the first line of the cover letter (e.g., "I am applying to the Sunfield Center" or "I am applying to Ingham ISD"). Applicants should write **one cover letter** with a general introductory paragraph, followed by **a unique paragraph for each site**. Please label each paragraph with the site name. Applicants may identify themselves as representing an element of racial or cultural diversity, though these statements should be separated from the formal body of the cover letter.

## Application Deadline

All application materials must be submitted through the AAPI Online Service and received by **December 1st**. No materials will be accepted by e-mail or US mail.



# Individual Site Descriptions



## Ingham Intermediate School District (Mason, MI)

Ingham Intermediate School District (ISD) is a regional education service agency in Mid-Michigan. Ingham ISD provides services to over 44,000 students. The service area extends into seven counties; however, the district primarily serves the schools in Ingham County. Ingham ISD's main campus is in Mason, but many of the 350 staff members work directly in local schools and in community settings.

Ingham ISD serves a diverse population. The district includes an urban core and ranges from small rural communities to affluent suburban schools. Over 40% of the students in Ingham ISD are from racially and ethnically diverse backgrounds. Approximately 45% of the students served by Ingham ISD qualify for free or reduced meals. Approximately 13% of students receive special education services. Ingham Intermediate School District serves children and adults from birth to age 26. The district includes several specialized programs including Great Parents/Great Start, Early On programs, an Autism Spectrum Disorder program, the Capital Area Career Center, the Evergreen school for youth with significant emotional or behavioral differences, the Heartwood school for youth with significant impairments, and two residential schools.

The ISD provides direct and indirect academic, behavioral, and social-emotional services through a Multi-Tiered System of Support (MTSS) framework. School psychology interns will spend approximately half of their time providing assessment, intervention, and consultation services at the local building-level. The other half of their time, interns will engage in systems-level assessment, intervention, and consultation to support ISD-wide MTSS implementation. The staff includes a doctoral level, licensed psychologist will supervise the intern at least twenty hours per week. Specifically, the training co-director, Dr. Barrett, is on staff and will supervise an intern.

Intern training is a priority for Ingham ISD in order to develop the assessment, intervention, and consultation skills of potential school psychologists. As the ISD deepens the implementation of MTSS and school psychologists shift roles from special education decision making to providing direct and indirect services, interns trained locally in the development of these skills will be critical to the success of individual students and systems.

The internship stipend for Ingham ISD is \$23,000.





**Psychology Internship in Integrated Behavioral Health and Pediatric Psychology, housed in Michigan Medicine, Department of Pediatrics and Communicable Diseases, Division of Pediatric Psychology (Ann Arbor, MI)**

The Division of Pediatric Psychology is a program within the Department of Pediatrics at the C.S. Mott Children's Hospital within the University of Michigan Health System. The program is composed of psychologists who are integrated within medical teams to maximize the overall health of children and their families using principles of behavioral science. The Division has three primary missions: clinical care, research, and education.

The Division of Pediatric Psychology provides comprehensive evaluation and treatment for children and adolescents who have problems with growth, development, behavior, or adaptation to illness.

The research mission of the Division is to advance knowledge of the interplay between development, behavior, and health. Faculty within the Division of Pediatric Psychology are engaged in innovative and collaborative clinical and health services research programs. Current research programs are related to eating/feeding behavior, obesity, sleep disorders, integrative behavioral health, adherence to chronic illness treatment regimens, transition from pediatric to adult centered care, and health-related quality of life.

The teaching mission of the Division encompasses undergraduate students, medical students, pediatric and family medicine residents, pre-doctoral psychology trainees, post-doctoral psychology fellows, and practicing pediatricians. The staff includes one doctoral level, licensed psychologist will supervise the intern at least twenty hours per week. Professional teaching occurs in clinical settings, in the classroom, and within the context of research. The Division is also committed to the education of patients, families, and members of the community.

The internship stipend for the Psychology Internship in Integrated Behavioral Health and Pediatric Psychology is \$20,000.





### **Saginaw Public Schools (Saginaw, MI)**

Saginaw Public Schools is a culturally diverse, urban school district serving many children with socio-economic challenges as well as both high and low incidence disabilities with consistent multi-tiered systems of support; comprehensive psychological services; collaboration with healthcare facilities; advocacy of inclusion and numerous specialized programs.

Interns can expect to engage in the following training activities: evaluation (approximately 40% of their work time), consultation (30%), behavior management (20%), crisis intervention (5%), and research/program evaluation (5%). The Saginaw Public Schools internship experience emphasizes the practice of school psychology at the doctoral level, with opportunities for exposure to the integration of neuropsychology in the schools.

Interns also have the opportunity to complete a mini-rotation in Central Michigan University's Approved Autism Evaluation Center. Interns in this mini-rotation will serve as a member of a multidisciplinary evaluation team with the client's pediatrician and speech-language pathologist.

The internship stipend for placement in Saginaw Public Schools is \$38,000. The higher stipend reflects the fact that the intern is hired as a year one school psychologist.





## **Sunfield Center for Autism, ADHD, and Behavioral Health (Ann Arbor, MI)**

The Sunfield Center for Autism, ADHD, and Behavioral Health (Sunfield Center) is an outpatient mental health center specializing in treatment of child, adolescent, and adult psychiatric disorders in Ann Arbor, Michigan. Sunfield Center was founded in August 2011 by psychologists from the former University of Michigan Autism and Communication Disorders Center (UMACC).

At Sunfield Center, a team of highly qualified professionals deliver evidence-based and research-informed evaluations and treatments. Sunfield trainers are dedicated to increasing awareness of childhood mental health needs, as well as providing patients and their families stability, trust, education, and ongoing support. The staff includes a doctoral level, licensed psychologist will supervise the intern at least twenty hours per week.

All Sunfield staff are trained in the delivery of state-of-the-art assessments and treatments of individuals across the lifespan (from toddlers to adults) presenting with an Autism Spectrum Disorder (ASD). Sunfield trainers also specialize in diagnostic assessment and treatment of Attention Deficit/Hyperactivity (ADHD) and Disruptive Behavior Disorders, as well as Anxiety Disorders in children and adolescents. The Sunfield Center provides assessment services, CBT, parent training, and school-based consultation services.

The internship stipend for the Sunfield Center is \$18,500.





Thrivng Minds Behavioral Health Center

## Thrivng Minds Behavioral Health Center (Brighton, MI)

Thrivng Minds Behavioral Health Center (Thrivng Minds) is an independent clinic in mid-Michigan Brighton, Michigan specializing in the evaluation and treatment of anxiety, learning, and behavioral disorders. The clinic has two locations: the original clinic is located in Brighton with an additional branch in Chelsea. The clinic has central leadership and consistent procedures across both locations.

Thrivng Minds serves children and youth and their families using a Cognitive Behavioral Therapy (CBT) framework. Within that framework, the clinicians provide CBT for mood and anxiety disorders and Parent Child Interaction Therapy (PCIT) for disruptive behavior disorders. The clinic also offers psychological assessments for learning issues, anxiety, Autism Spectrum Disorders, and Attention-Deficit/Hyperactivity Disorder. Specific services and programs offered by the practice include the Peer Connect group, the Confident Kids summer camp, individual anxiety interventions, individual, family, or parent support sessions, and intensive, school-based intervention and consultation. The clinic also serves as a local, national, and international resource on the treatment of Selective Mutism.

Thrivng Minds provides a team-based interdisciplinary experience. The clinic includes three clinical psychologists, a Licensed Clinical Social Worker, a clinician with her Limited License in Psychology, and a clinician with her Temporary Limited License in Psychology. The team frequently consults with school-based and medical professionals in supporting clients. The staff includes a doctoral level, licensed psychologist will supervise the intern at least twenty hours per week.

Intern training is essential for Thrivng Minds. The clinic values the diversity of perspectives interns contribute as well as their passion and enthusiasm for the field. Thrivng Minds also seeks to share knowledge about Selective Mutism and how parents and educators can help children move through this set of thoughts, feelings, and behaviors.

The internship stipend for Thrivng Minds is \$18,500.

