

CLINICAL PSYCHOLOGY



INTERNSHIP PROGRAM

INFORMATION AND ORIENTATION BROCHURE

**SOUTHEAST HUMAN SERVICE CENTER
FARGO, ND
2009-2010 TRAINING YEAR**

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The North Dakota Human Service Center System

Through its state offices in Bismarck, the North Dakota Department of Human Services (DHS) provides policy direction and funding for a wide array of programs to help the citizens of North Dakota meet their basic needs. Central office divisions include: Aging Services, Children and Family Services, Children's Special Health Services, Disability Services, Mental Health and Substance Abuse Services, Child Support Enforcement, Energy and Nutrition (including Food Stamps and Fuel Assistance, Medical Services (Medicaid), Public Assistance (formerly Aid to Families with Dependent Children) and Temporary Assistance to Needy Families. The North Dakota DHS is headed by an Executive Director appointed by the Governor.

Mission

To provide quality, efficient, and effective human services, which improve the lives of people.

Role

- Provides services that help vulnerable North Dakotans of all ages to maintain or enhance their quality of life, which may be threatened by lack of financial resources, emotional crises, disabling conditions, or an inability to protect themselves.
- Supports the provision of services and care as close to home as possible to maximize each person's independence while preserving the dignity of all individuals and respecting their constitutional and civil rights.

Non-Discrimination Statement

The Department of Human Services makes available all services and assistance without regard to race, color, religion, national origin, age, gender, disability, or status with respect to marriage or public assistance in accordance with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the North Dakota Human Rights Act of 1983. Persons who contract with or receive funds to provide services for the North Dakota Department of Human Services are obligated to abide by the provisions of these laws. The Department of Human Services makes its programs accessible to persons with disabilities. Persons needing accommodation or who have questions or complaints regarding the provision of services according to the Acts may contact Theresa Snyder, Program Civil Rights Officer, North Dakota Department of Human Services, or the U.S. Department of Health and Human Services, Office for Civil Rights, Region VIII, Federal Office Building, 1961 Stout Street, Denver, CO 80294, (303) 844-2028 voice or (303) 844-3439 TTY. The Southeast Human Service Center is an Equal Opportunity Employer.

2007-2009 Biennium Quick Facts

- The department employs about 2,217 employees located throughout the state and serves one in five North Dakotans.

- Seventy nine percent of the department's employees work at the human service centers, the State Hospital, and the Developmental Center.
- The DHS' 2009-2011 legislatively approved budget totals \$2,287,745,951.

Direct delivery of services to individuals and families is provided by eight regional human service centers, the North Dakota State Hospital located in Jamestown, and the Developmental Center in Grafton. The Human Service Centers provide a comprehensive array of outpatient clinical and community services including vocational rehabilitation, mental health services, developmental disabilities services, social services, addiction counseling, and emergency and outreach services. They also provide supervision and direction to county agencies delivering social services.

Listed below are the eight Human Service Centers (HSC) and their respective regions and locations in North Dakota:

Region I	Northwest HSC	Williston
Region II	North Central HSC	Minot
Region III	Lake Region HSC	Devils Lake
Region IV	Northeast HSC	Grand Forks
Region V	Badlands HSC	Dickinson
Region VI	West Central HSC	Bismarck
Region VII	South Central HSC	Jamestown
Region VIII	Southeast HSC	Fargo

During the fiscal year that ended June 30, 2008, the HSCs served 24,975 (excluding VR numbers) individuals through direct services or through contracts with public and private providers.

The North Dakota State Hospital serves as a resource for specialized mental health and chemical dependency treatment services for individuals whose needs exceed the capacity and resources of community-based services. The hospital's inpatient services serve to stabilize clients and to begin the rehabilitation process.

The Developmental Center is an educational and training facility for persons with developmental disabilities.

Source: ND Department of Human Services website located at www.nd.gov/humanservices

Southeast Human Service Center

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Fargo, ND 58103
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1-888-342-4900 Toll Free ND

The mission of the Southeast Human Service Center (SEHSC) is to provide or promote efficient and effective services to benefit identified vulnerable children, adolescents, adults, elderly and families. The services will assist those persons to help themselves maintain or enhance their quality of life, which may be threatened by emotional crisis, disabling condition, or inability to protect themselves. Emphasis is placed on preserving or maximizing as appropriate each person's independence, always recognizing the person's constitutional and civil rights.

SEHSC is one of eight regional human service centers within the North Dakota DHS designed to provide a wide range of human services to the residents of Cass, Ransom, Richland, Sargent, Steele and Traill counties of southeastern North Dakota. It does not discriminate or deny benefit of service or assistance on the basis of race, color, religion, sex, national origin, age, political beliefs, handicap or status with respect to marriage or public assistance.

History

Established in 1982, SEHSC is one of eight regional human service centers in North Dakota. Designed as an "umbrella agency" to provide a comprehensive array of services, this concept was achieved by combining Southeast Mental Health and Retardation Center, the Area Social Services Center, and the Fargo Office of Vocational Rehabilitation into one agency.

Client/Services Provided

SEHSC serves a six county catchment area that has a population of approximately 173,781 (2007 Census Estimates) and a geographical area of 6,499 square miles. SEHSC serves approximately 6,600 individuals per year.

About Our Staff

Staff specialties include: psychologists, psychiatrists, social workers, addiction counselors, nurses, counselors, case managers, educators, vocational rehabilitation counselors, administrators, and various professional support personnel who provide a variety of client services and regulatory functions.

Vision

To assist people in achieving their full potential.

Mission

WE WILL pro-actively provide timely and effective services in a respectful atmosphere.

WE WILL create a dynamic environment to promote mutual respect, life long learning, and worthwhile work.

WE WILL advance the public trust by promoting positive outcomes in a responsible manner.

WE WILL foster relationships that will enhance the lives of the people we serve.

Values

Showing Respect & Integrity in Everything We Do

Excellence- Our Commitment to Provide Quality Service

Honesty

Strength Through Teamwork to Achieve Common Goals

Change Through Creativity, Flexibility, Personal Growth & Fun

Services Provided

- Admissions
- Alcohol & Drug Abuse
- Counseling Services
- Psychological Services
- Psychiatric Services
- Nursing Services
- Extended Care-Seriously Mentally Ill (SMI) Services
- Residential Services
- County Services For Adults Aging Services
- Economic Assistance Program
- State Ombudsman Program
- Quality Control Review
- Children & Family Services
- Adolescent Alcohol and Drug Abuse Services
- Partnership Program Services
- Infant Development
- Psychiatric Services
- Nursing Services
- North Dakota Health Tracks Program
- County Services For Children & Families
- Developmental Disabilities Services
- Vocational Rehabilitation

Off Main

In early 1992, SEHSC received funding authorization from the North Dakota Legislature to establish a treatment program for individuals with dual diagnoses of serious and persistent mental illness and chemical dependency. Off Main is designed as an intensive, community-based, scattered-site, treatment program that provides intentional case management, case aid services, re-entry services, rent subsidization, medication compliance monitoring and psychiatric care, addiction counseling, family, group, and individual therapy to eligible individuals.

Off Main is a 7,875 square feet satellite location office building located in downtown Fargo, and is within walking distance of most of its clientele. Off Main consists of 17 offices, 4 assessment rooms, 2 group rooms, a conference room, a medication room, 2 bathrooms, a copy room and the main lobby.

The program is made up of three case management teams: a SMI case management team, a dual diagnosis generalist team, and an Integrated Dual Diagnosis Treatment team. The program is currently serving approximately 385 individuals. There is a high demand from other parts of the state for this service, given the uniqueness and effectiveness of this program. The Off Main program has made a significant contribution to this region and is perceived as a model for other agencies to emulate.

One of the primary targets of this program has been to reduce the number of days individuals have spent in in-patient care. Preliminary data suggests very positive results in this area. In the summer of 1998, SEHSC was reviewed by the Center for Mental Health Services Agency in Washington, DC. Staff from the Center for Mental Health Services were very impressed with the Off Main Program and felt this program is truly a model for intervention strategies for the dual diagnosed population. In 2006, SEHSC staff began IDDT (Integrated Dual Diagnosis Treatment), the pilot project for North Dakota. Since IDDT's implementation, it has consistently received positive fidelity score ratings from an independent review team. This program continues to have a positive impact on the lives of the consumers that it serves.

Psychology Services

The Psychology Department is made up of a Chief Psychologist (who also serves as the internship training director), two Doctorate level Licensed Psychologists, a Master's level licensed exempt Psychologist, a Psychometrist, one Post-doctoral level resident, and two Pre-doctoral level interns. Throughout the year, there may also be as many as three graduate level practicum students from regional colleges and professional schools who are completing clinical practicum supervised by Psychology staff.

Doctorate level Psychologists are responsible for the completion of a variety of psychological evaluations, participation in multidisciplinary treatment planning, individual and group psychotherapy, consultation to internal and outside staff, provision of mental health related in-service training, supervision, and program development and implementation.

The Chief Psychologist supervises the entire department indirectly and directly supervises the licensed psychologists and the doctorate level interns (on alternating rotations). One of the Licensed Psychologists supervises the clinical work of the Master's level licensed exempt Psychologist and the doctorate level interns (on alternating rotations). The Master's level license exempt Psychologist also regularly provides supervision to psychology practicum students.

One of the Licensed Psychologists and the Master's level licensed exempt Psychologist are responsible for providing services to the DD population, including behavior plans, behavior therapy, group therapy, cognitive and functional assessments, and applied behavioral analyses for individuals with mental retardation. They also serve as representatives of the Behavioral Intervention Committee (BIC), which is designed to evaluate the appropriateness of behavioral interventions for individuals with developmental disabilities. There are also numerous referrals that come from Children and Family Services seeking behavior plans written for children and adolescents who are acting out and having a difficult time being controlled in both the home and school environment.

The Psychology department staff primarily serve the adult population, but also offer consultation, psychological evaluations, and development of behavioral interventions and plans with children and adolescents.

Psychology Internship Program

APPIC Member since 2003

Academic Requirements

Applicants to the internship programs at SEHSC must be students in good standing with an APA accredited clinical or counseling psychology program, and must have already been admitted to doctoral candidacy. A letter, written by the director of training, which confirms this information, and which details the applicant's general readiness for internship must be received in order for the candidate to be considered.

SEHSC's Internship Program requires 300 intervention and assessment hours and 1000 grand total practicum hours. Additionally, all comprehensive exams must be passed by the ranking deadline.

Candidates with a solid understanding of assessment, theoretical backgrounds, ethical and clinical issues, diagnostics, and treatment solutions are considered to be highly desirable.

Objectives and Philosophies

The primary objective of the SEHSC Psychology Internship Program is to provide a flexible and balanced set of learning experiences necessary for the emergence of competent professional psychologists. These experiences enable interns to practice and enhance previously learned skills, develop new skills, and facilitate personal and professional growth. Training is focused on:

1. A broad range of clinical skills.
2. Content areas relevant to the intern's career goals.
3. Ethical and professional standards central to the practice of psychology.
4. Skills and knowledge specific to the community mental health setting.

This internship program provides generalist training. At the conclusion of the internship, interns are expected to demonstrate the assessment, psychotherapy, and consultation skills necessary for practice as an entry-level psychologist and to demonstrate the skills and abilities necessary to continue their professional development.

Model of Training

The pre-doctoral Internship Program offered at SEHSC provides an intern with exceptional generalist training to prepare him/her for entry level clinical practice in various settings (e.g., community mental health services, outpatient mental health services, private practice). The Internship Program follows the practitioner-scholar training model wherein the professional practice of psychology is informed by scholarly and scientific inquiry. As such, the intern is encouraged to integrate clinical practice and science by utilizing clinical research and theory to guide clinical thinking and practice. More specifically, the Internship Program involves didactic trainings of various clinical issues and empirically validated treatments, experiential activities, and clinical supervision. Furthermore, each intern is assigned a scholarly journal during the

training year to review and facilitate monthly research seminars. It will be expected the article chosen by the intern will be presented with an eye toward clinical application.

The SEHSC Internship Program not only has a firm commitment to the integration of clinical science and practice (practitioner-scholar training model), but it strongly considers the developmental progression implicit in an intern's professional development. As such, the SEHSC Internship Program emphasizes a developmental training approach where the intern moves along a continuum from a classroom based graduate student, to an inexperienced supervisee in the field, and finally to a competent entry level psychologist. To achieve this, the Internship Program provides clinical supervision that is tailored to match the intern's skill acquisition and professional development over the course of the training year. This concept of supervision involves the supervisor assuming the various roles of teacher, model, coach, counselor, and peer (Whiting, Bradley, & Planny, 2001).

The training year is sequential and graded in complexity. As such, the training experience is designed to initially offer an intern the necessary structure and supervision based on their beginning skill level, style, and clinical experience. Interns are provided considerable structure, direction, and support from the clinical supervisor to increase the intern's confidence and reduce anxiety (Whiting et al., 2001). Likewise, the complexity of the cases interns are assigned are commensurate with their skill level and knowledge base. At the outset of their training experience, cases are screened to ensure interns are assigned less severe or complex cases, but as the interns demonstrate increased knowledge of clinical issues and stronger skills and abilities, they will be responsible for cases that are more complex and demanding. Didactic trainings are also planned to follow a developmental model with the introduction of basic topics and movement towards more complicated issues and treatment approaches. The final trainings focus on professional development, licensure, and preparation for post-doctoral residency positions.

Clinical supervision of the interns is sequential and graded in complexity as well. As such, the amount and intensity of supervision is expected to vary with the intern's skill acquisition and level of autonomy over the course of the training year. Although interns are guaranteed two hours of individual supervision every week, there may be additional supervisory sessions scheduled on an as-needed basis earlier in the training experience. The intern begins the training year under the close, direct supervision of his/her clinical supervisor and initially assumes a less active role in clinical practice while he/she shadows or observes the clinical supervisor engaged in various clinical activities of the particular rotation. This direct supervision is instructional, didactic, and focused on skill acquisition. After the intern has been involved in shadowing and observation of the clinical supervisor, he/she is encouraged to take a more active role in the clinical activities under direct supervision. As the intern acquires increased responsibility and autonomy in clinical practice, he or she is video recorded in the provision of clinical services (i.e., intakes, therapy, clinical interview, test administration, test feedback) for review by his/her clinical supervisor in individual and/or group supervision. The Internship Program has recently added the capacity for in vivo supervision through the use of an observation room and bug-in-the-ear supervision. Although it is the expectation that an intern's clinical skills and clinical decision making progresses over the course of the training year, the intern's clinical abilities and independence are informally and formally assessed throughout the year to ensure the congruence between skill level and provision of clinical services. Interns are formally evaluated at the end of

each rotation by the respective clinical supervisor and are informally evaluated by the clinical supervisor during each rotation to address skill deficits and fund of knowledge concerns.

The developmental training approach at SEHSC is multi-faceted and ever evolving. In addition to the development of clinical skills, interns are supported in the development of their professional careers. Interns are encouraged to join the American Psychological Association (APA) and the North Dakota Psychological Association (NDPA). Additionally, their attendance at NDPA trainings is highly encouraged and financially supported by the agency. As relationships have been built between our program and community psychologists, interns are able to meet with psychologists practicing at the ND State Hospital, State Penitentiary, other Regional Human Service Centers, private practice offices, and in research and academic settings. The goal for these professional contact opportunities is for the intern to learn more about future career options in the field of psychology, as well as to broaden their exposure to working professionals in a variety of work environments.

At the end of the training year, interns are expected to be able to function as a competent and ethical professional who is equipped to provide various clinical services from a generalist perspective. More specially, the intern's competencies acquired over the course of the training year will have prepared the intern to provide efficient and effective clinical services to children, adolescents, adults, elderly and families with the intent to help them maintain or enhance their quality of life through therapy, assessment, and/or consultation. To this end, the training model and developmental approach of the Internship Program prepares entry level psychologists in the provision of competent and ethical services to a diverse population and consistent with the mission of the sponsoring institution.

*The mission of SEHSC is to provide or promote efficient and effective services to benefit identified vulnerable children, adolescents, adults, elderly and families. The services will assist those persons to help themselves maintain or enhance their quality of life, which may be threatened by emotional crisis, disabling condition, or inability to protect themselves. Emphasis is placed on preserving or maximizing as appropriate each person's independence, always recognizing the person's constitutional and civil rights.

The internship training program functions in a manner consistent with the American Psychological Association's 2002 Ethical Standard 7.04 (Student Disclosure of Personal Information) as contained in the Revised Ethical Principles of Psychologists and Code of Conduct (APA, 2002).

Administrative and Financial Assistance

Administrative Assistance

SEHSC is committed to providing a quality internship and the opportunity for professional development of those interns we supervise. Administratively we place a strong emphasis on community partnership and educational training opportunities as they fit in with SEHSC's strategic plan. Interns are fully supported from an administrative standpoint and have all support staff access as do full time employees.

Interns will share a large office, consisting of modular furniture and separate work stations. Interns will always have private phones, private computers, and a private locking file cabinet.

Additionally, SEHSC provides interns access to multiple psychological and psychiatric journals.

Financial Assistance

Interns in the Psychology Internship Program are paid at an hourly rate of \$11 an hour, which translates to an annual salary rate of \$21,900 per year. As state employees, interns will be paid on a monthly basis on or before the 10th of every month. This means that they will not receive their first paycheck until approximately October 10th. This stipend is designed to assist the interns in offsetting the expense of their internship year and to make the process more user-friendly. Interns are not eligible for SEHSC employee benefits.

Intern Duties

This internship program provides generalist training. The internship is organized into three separate, four-month rotations (The Sex Offender Rotation, Parental Capacity Rotation, and General Rotation), each with its own focus, and each supervised by a different Licensed Psychologist. In addition to these discrete learning activities, there are ongoing clinical duties, which the intern is involved with throughout the internship year. The order of an intern's rotations is based on each intern's prior experience, strengths, limitations, and stated internship goals.

Interns spend approximately 20 hours per week in direct service delivery to clients; they spend about 13 hours per week in supervision, didactic learning experiences, and case consultations. They spend about 3 hours per week in various administrative duties and about 3 hours per week in formal consultative roles.

Psychological assessment or evaluation makes up a large portion of the responsibilities of doctorate level interns. Approximately 30% of intern training focuses on assessment, all of which is supervised by a licensed psychologist. Interns can expect to conduct integrated evaluations utilizing traditional psychological assessments, behavioral analyses, and clinical interviews. Types of evaluations vary by rotation, and will include evaluations such as risk assessments of sexual offenders, and evaluations on parents involved with county social services, as well as more general evaluations such as diagnostic, intelligence, achievement ability, and the like.

With respect to traditional tests, interns can anticipate gaining experience in both objective and projective tests. Objective tests used most frequently during the internship will consist of the MMPI-2, the MCMI-III, the OMNI-IV and the IBS. Interns will also gain exposure to those instruments used with specific populations, such as parenting inventories and sexual offender actuarial scales.

Projective tests used most frequently at this internship site include the Rorschach, TAT, and Sentence Completion Test. In addition, interns can anticipate receiving experience using standardized tests for assessing intellectual and cognitive abilities, including the Wechsler Scales

and other neuropsychological screening instruments. Interns will also gain experience administering assessments of adaptive skills and abilities. They will have extensive exposure to both structured and unstructured clinical diagnostic interview techniques.

Interns will select psychological tests that are appropriate for specific referral questions and patient characteristics. They will administer, score, and interpret psychological tests in the following categories: intellectual functioning, neuropsychological functioning, objective personality, projective personality, and academic achievement. They will be expected to administer tests in a manner that adheres to standardized procedures with naturalness and spontaneity without excessive dependence on a manual. Interns will be responsible for scoring psychological tests accurately, and interpreting tests accurately and comprehensively with sensitivity to test strengths and limitations, including cultural bias.

In addition, interns are expected to conduct clinical diagnostic interviews that allow the client to demonstrate his/her pathology, while maintaining a neutral stance and using associated non-leading techniques. Interns will be able to assess pathology both by its behavioral demonstration and report. Interns will be trained in clinical interviewing to be sensitive to individual differences, including cultural and ethnic background, which may influence the client's presentation in interview, and to avoid under- or over-pathologizing expression of these. In assessment, interns will demonstrate knowledge of the DSM-IV-TR, and investigate diagnostic hypotheses in a logical and organized manner. If background information is available prior to the clinical interview, the intern will utilize this in directing the interview.

Approximately 15% of the intern's time will be spent in psychological interventions. This will generally be in the form of individual therapy for varied presenting problems including, but not limited to: mood disorders, anxiety disorders, habit disorders, anger management, grief issues, sexual deviancy, and personality disorders. Interns will also have a number of group therapy responsibilities, including involvement in a chemical dependency group and involvement in a psycho-educational group for individuals with developmental disabilities on various topics (social skills, anger management, dating, etc.).

Approximately 10% of intern time is spent in the development of behavior plans for either children with serious emotional disturbances, with developmentally disabled populations, or indirectly with agencies providing services and care to individuals with developmental disabilities. This may include attending team meetings, Individual Program Plan (IPP) meetings, or other meetings relevant to the client.

Approximately 10% of the intern's time is spent in various consultational roles. Formal consultation is also supervised and co-attended by a Licensed Psychologist. Consultation is facilitated within SEHSC to programs such as day treatment, sexual abuse treatment programming, alcohol and drug staffing, and counseling staffing. The role of the intern during these meetings is to provide diagnostic clarification, program recommendations, and therapeutic direction to multidisciplinary teams within SEHSC. Informal consultation is also an expectation of the interns and may occur when staff may call or drop by the office to discuss a case and request direction.

Approximately 15% of intern's time is spent in individual and group supervision. Approximately 10% of intern's time is spent in didactic learning experiences. The remaining 10% is spent in various administrative responsibilities and time allowed for working on their dissertation.

While on internship at SEHSC, interns have an opportunity to work with a wide variety of clients and populations, ranging from children to the elderly. However, approximately 90% of clients seen by interns will be adults younger than 65. Clients include both males and females. Although North Dakota is largely populated by Caucasian Americans, every attempt to increase the level of cultural diversity will be made. In addition, the Fargo/Moorhead area is becoming increasingly diverse, with a growing refugee population, growing Hispanic population, and a number of Native American tribes in the region. In addition, interns will likely have the opportunity to work with gay/lesbian/bisexual clients, and various ethnic and religious backgrounds. In addition, this placement also offers opportunities for interns to get experience in working with largely rural populations that are not available in more urban areas.

Interns are required to carry a caseload of 4-10 individual therapy clients and to complete a minimum of 25 psychological evaluations over the course of the internship year. All of their work is supervised by a Licensed Psychologist. Individual supervision includes direct observation, review of video tapes, role play and re-enactment, and case discussion. Group supervision involves case consultation, review of video tapes, role play and re-enactment.

The internship experience is based upon clinical work experiences that involve ongoing clinical responsibilities and rotations, which will expose the intern to a variety of more time-limited clinical experiences. In accordance with our developmental-mentoring model, the intern has the opportunity to observe the supervising psychologist performing clinical activities. Likewise, the supervisor has access to the intern's work samples (e.g., directly observing evaluation and consultation activities, reviewing tapes of individual therapy, or serving as co-therapist in a therapy group).

Ongoing Clinical Duties

Ongoing clinical duties include individual therapy with adults with serious and persistent mental illness, behavior plans for children with serious emotional disturbances and an array of services (e.g., psychological evaluations, behavioral analyses, etc.) to the clients at SEHSC who have developmental disabilities. Additionally, interns attend and participate in clinical staffings and are expected to provide consultation on both a formal and informal basis.

Finally, interns work closely with our satellite location, Off Main. As part of the treatment team at Off Main, interns provide consultation to staff on an as-needed basis, as well as participate in a weekly team staffing.

The primary responsibilities of the interns at Off Main include individual therapy with dually diagnosed individuals who typically have both a chronic mental illness and a serious chemical dependency diagnosis. These may include anxiety disorders, depression, schizoaffective disorder, schizophrenia, as well as Axis II disorders. Sessions are typically less than a full hour, dependent upon the individual. Treatment is also highly team-oriented.

As indicated previously, throughout the internship year the intern will be expected to provide an array of services (e.g., psychological evaluations, behavioral analyses, etc.) to the developmentally disabled population the Center serves. Psychological evaluations may be used to determine eligibility for services, to establish baseline levels of cognitive functioning or to update records of intellectual functioning. Behavioral analyses involve performing functional analyses, observations, and interviews with staff and client to develop behavior plans for various and complex behavior problems. Interns may also have the opportunity to work with children and families in the development of behavioral interventions for issues such as non-compliance, aggression, social skills, and toileting, among others. The interns can be involved in consulting during the meeting of the Behavioral Intervention Committee (BIC), which is designed to evaluate the appropriateness of behavioral interventions for individuals with developmental disabilities.

In addition to the aforementioned ongoing clinical duties, the intern will also attend several Multidisciplinary case staffings which will vary by unit depending on which rotation the intern is participating (Adult Therapy, Alcohol and Drug, Sexual Abuse Treatment Team). Also ongoing throughout the internship will be didactic training and individual and group supervision. In addition, the intern is expected to participate in all psychology staff meetings and general staff meetings for regular SEHSC employees.

Clinical Rotations

The rotations included in internship training have been developed to meet the goal of providing generalist training within a developmental-mentoring model. Each rotation provides sufficient time for an intern to have a meaningful clinical experience in that setting, to receive appropriate supervision, and to complete necessary paperwork. In scheduling a rotation, efforts are made to arrange blocks of time that allow for a cohesive, non-fragmented clinical experience. The interns will begin on alternate rotations, with alternate supervisors, and will switch rotations every four months until they have had the opportunity to complete all three rotations.

During their final rotation, the intern will, with the help of his or her supervisor, identify an appropriate training need for SEHSC, and develop and give such training. This training will be given for any interested persons from SEHSC.

At one point during the training year (most typically during the final rotation), the intern will receive a “subpoena” to appear at a mock trial held at SEHSC. The subpoena will be on a recently completed evaluation. All members of the psychology staff will play a role in the “court proceedings.” The intern will be expected to prepare for “court” and to give testimony on their evaluation and recommendations. Past interns have consistently rated this as one of their favorite experiences from the internship year, and report that they feel much more prepared to testify in court as a result of this experience.

Rotation A - Supervised by Dr. Stacey Benson

This rotation will consist of completing psychological evaluations for the courts, with a primary focus on evaluations of sexual offenders. These referrals may come from the Sexual Abuse

Treatment Program, where Dr. Benson is a consulting psychologist, or may come from North Dakota State's legal system which refers sex offenders for Risk Assessments as part of the pre-sentence investigation.

There will be opportunities to conduct co-therapy with Dr. Benson, as well as to sit in and observe her conducting therapy with one of her individual therapy clients.

Throughout this and all rotations, the intern will continue to be the psychology representative at Off Main. He or she will also have ongoing individual therapy clients.

Rotation B - Supervised by Dr. Jan Witte-Bakken

On this rotation the intern will continue clinical training by working on a variety of general psychological evaluations, as well as a primary focus on evaluations of parents whose children are in foster care and who are at risk for termination of parental rights. These comprehensive evaluations assess parenting strengths and weaknesses, psychological functioning, and provide the county with recommendations of interventions to assist the parent in his/her role as caregiver. As with any psychological evaluation, these evaluations may result in county court involvement and testimony for some cases.

During this rotation, the intern will attend weekly Developmental Disabilities (DD) Eligibility meetings. Their role is that of consultant, providing psychological input and insight into the cases that are being considered for DD services. Additionally, the intern will also attend two Behavioral Intervention Committee (BIC) meetings, again, serving as a consultant.

Throughout this and all rotations, the intern will continue to be the psychology representative at Off Main. They will also have ongoing individual therapy clients.

Rotation C -Supervised by Dr. Sara Quam

In this rotation, the intern will continue to develop his or her assessment skills in a general area, as well as complete any general psychological evaluations with children or adolescents.

The intern will attend the Adult Alcohol and Drug staffing, where new cases are staffed and treatment plans developed. As with the staffing mentioned previously, these are also multidisciplinary. In addition, the intern will be co-facilitating an alcohol and drug group, under the direction of a Licensed Addiction Counselor. This group, Intensive Outpatient Program, or (IOP), runs Monday, Tuesday, and Wednesdays from 5:30pm-8:30pm for four weeks. During this four-week period the intern will have the opportunity to flex his or her schedule to accommodate this group. He or she may choose to work four ten-hour days instead of five eight-hour days, or leave early on Fridays and arrive later on Mondays.

Following the completion of IOP, the intern will have the opportunity to co-facilitate (under the direction of a Licensed Addiction Counselor) an After Care group, which is a more process oriented group. This group meets for 1-1 ½ hours one evening a week, for 12 weeks. This is optional for the intern.

On this rotation the intern will also develop a lecture to present to the Day Treatment Alcohol and Drug Group. A list of possible helpful topics (dealing with depression, stress management, etc) will be provided.

The intern may have the opportunity to work on program development during this rotation.

The intern will continue to be the psychology representative at Off Main and will also have ongoing individual therapy clients.

Training Schedule

In addition to attending the Colloquium at North Dakota State University on Friday afternoons, Grand Rounds at the Neuropsychiatric Research Institute twice per month, and case conferences with Steve Wonderlich, Ph. D., an internationally recognized expert in the field of eating disorders twice per month, interns will also participate in a formal group supervision every week with one or more of our Licensed Psychologists. This group supervision time will include video presentations, role plays and re-enactments, case presentations, and didactic trainings.

The 2008-2009 didactic training schedule included topics such as Ethics; Cultural Diversity; Functional Analysis; Autism; Testing Feedback; Preparing for the EPPP; The Psychologist as a Supervisor; The Psychologist as a Consultant; Therapeutic Relationship Factors; Dementia, MMSE and MOSES; ADHD and the IVA; Dose-Response Model; Cognitive Behavioral Treatment of OCD; Cognitive Behavioral Treatment of Social Phobia; Cognitive Behavioral Treatment of PTSD; Cognitive Behavioral Treatment of Panic Disorder; Paraphilias: History, Definition, Etiology, Prevalence and Treatment; and Expert Witness Testimony.

Supervision and Evaluation

Supervision

While rotations and ongoing clinical duties may provide interns with an opportunity to work with and learn from other mental health professionals, all of an intern's clinical activities are performed under the supervision of a Licensed Psychologist who is a primary supervisor in the internship program. In accordance with our developmental-mentoring model, the intern has the opportunity to observe the supervising psychologist performing clinical activities as well, which includes individual therapy and clinical interviews. Supervision is considered the major modality by which an intern learns to function as a psychologist in clinical settings.

Interns receive two hours each week of scheduled individual supervision with a licensed doctorate level psychologist. Additionally, the staff at SEHSC maintain an "open door" policy and interns are free to consult with any of the psychologists at any time. Supervisors' offices are located either directly across the hall from the interns' office, or just a few offices away. This ensures that the interns have convenient and readily available access to at least one of their three supervisors.

In addition, interns will also participate in a planned series of lectures, case conferences, and seminars on a multitude of issues in psychological development, behavior pathology, psychotherapy, assessment, consultation, professional ethics, etc. The interns are also allowed to attend off-site seminars and workshops of particular interests to them.

As well as the individual supervision, interns have 5 ½-6 ½ hours of regularly scheduled group supervision per week. Of this time, 1 hour is devoted to case presentations, ½ hour devoted to weekly psychology staff meetings (where cases are assigned and/or presented, program development issues are addressed, and ongoing administrative needs take place), 2 hours devoted to didactic training on issues relevant to the developing psychologist, 1 hour of intern-led training every other week on an issue they have researched in the current literature, or an assessment instrument, and 2 hours viewing and discussing current video tapes on relevant topics, including but not limited to various tapes from the APA series, *Motivational Interviewing*, *Working With and Assessing Sexual Offenders*, and other movies suggested from the book, *Movies and Mental Illness*.

Group supervision also involves case consultation, review of video tapes, role plays and re-enactments. During session re-enactments, one member of the group will role play being the therapist, another, the client. They will present briefly the session they are role playing and describe the portion of the session on which they would like feedback. After role playing that segment, different members of the group will "tag in" and demonstrate how they would have handled that same exchange.

Interns may also stand behind both the "therapist" and the "client" and act as the "inner voice" for both, stating out loud what the "therapist" and "client" is likely thinking to themselves as this interchange is occurring. At times, interns will be assigned different theoretical orientations and will "tag in" and role-play the way in which a particular orientation might work with this exchange.

In addition to these 5 ½-6 ½ hours, interns spend an additional 2 hours per week in case consultation with various other disciplines in our Center (Alcohol and Drug, Counseling, Sexual Offenders, Developmental Disabilities), depending on the rotation. Additionally, interns attend 2 hours per month of case staffings with Dr. Stephen Wonderlich, Licensed Psychologist, who is an internationally recognized expert in the field of eating disorders. Dr. Wonderlich provides clinical training and oversight to the psychiatric residents at a local healthcare facility who are completing their psychotherapy rotation, and this case staffing represents their group supervision time. Furthermore, interns also have the opportunity to attend Grand Rounds, a 1 hour training sponsored by the University of North Dakota Medical School twice per month, and Colloquium, a weekly 1½ hour training sponsored by the North Dakota State University Psychology Department. Finally, interns are also encouraged/expected to set aside 2 hours per week to remain current on psychological practices by reading one or some of the many journals subscribed to by SEHSC.

Interns regularly attend multidisciplinary staff meetings. Interns functioning as consulting staff members at such meetings and are expected to participate fully. In these activities, they have

frequent interaction with members of their professions and other disciplines. As in all aspects of their clinical work, they are supervised by a Licensed Psychologist.

Clinical Supervisors

Dr. Sara Quam is the Chief Psychologist and Training Director at SEHSC. She holds primary responsibility for the Psychology Internship Program. She received her Psy.D. in clinical psychology from Minnesota School of Professional Psychology in October 2005. She completed both her internship and post-doctoral residency at SEHSC. She was licensed as a Psychologist in the State of North Dakota in 2006. Aside from an eclectic theoretical orientation, Dr. Quam's other interests include assessment, parent training, juvenile risk assessments on sexual offenders, and behavioral interventions.

Dr. Stacey Benson is a Licensed Psychologist at SEHSC. Dr. Benson received her Psy.D. in clinical psychology from the Minnesota School of Professional Psychology in 1998. She completed her internship with the Federal Bureau of Prisons in the Federal Correction Institution, in Tallahassee, Florida, and was licensed as a Psychologist in the State of North Dakota in 1999. She is an active member of the North Dakota Psychological Association. Dr. Benson is also an adjunct faculty at North Dakota State University. Her areas of interest include an integrative approach of dynamic & cognitive behavioral therapy, projective testing, and risk assessments on sexual offenders.

Dr. Jan Witte-Bakken is a Licensed Psychologist at SEHSC. Dr. Witte-Bakken received her Ph.D. in Clinical Psychology from the University of North Dakota in 1997. Her internship was completed at the Norfolk Regional Center in Norfolk, NE. She was awarded a Master's degree in clinical behavior therapy at North Dakota State University in 1983, and practiced at SEHSC until 1998. Since 1999 she has served as Clinical Director at SOLUTIONS Behavioral Healthcare Professionals. Dr. Witte-Bakken is a member of the APA, the Minnesota Psychological Association, and is on the National Register. She is a Diplomat of the American Board of Psychological Specialties, and a fellow of the American College of Forensic Examiners. Dr. Witte-Bakken has recently returned to the Psychology staff at SEHSC. Her interests include forensic evaluation, clinical and behavioral assessments, and training.

Performance Evaluation

In general, evaluation of the internship is continuous and mutual. Supervisors assess the performance of their assigned interns, while interns similarly rate the quality of their training and supervision three times per year.

Formal individual performance evaluations are completed at the end of each rotation (three times per year). The evaluations are discussed thoroughly during a supervision session set aside just for the end of rotation review and include the areas of the intern's greatest strengths as well as those areas identified for continued growth.

Should it become clear that a particular intern is experiencing difficulty, this is addressed immediately, and efforts are made to correct the identified problem. Extra supervisory time,

adjusted duties and additional time to meet deadlines are common accommodations made in order to allow the intern ample time to master the specific skill area in which they need improvement. Should the problem persist, interns receive written feedback regarding expectations and a more formal plan of correction is implemented, in accordance with our due process procedures. For more specific details regarding evaluation, please review the information provided in the “Due Process” section, beginning on page 22 of this brochure.

Grievance Procedures

First, as state employees, all staff, including psychology interns, have the right to contest the actions of management through a well-defined grievance process. This process and a description of the grievance steps are included in the North Dakota Century Code Division Program 301, Chapter 01 under 01-29 Internal Grievance Procedure Revised 701ML2715.

It is anticipated that the internship process will be a learning experience, and interns will be regularly provided with feedback and redirection in order to provide an environment of learning. We typically use a written “Internship Correction and Redirection Form” to facilitate this process. However, for repeated or more serious infractions that necessitate more formal assessment of the intern, or where the intern wishes to file formal complaints against a supervisor, there are two grievance procedures available.

There is a formal grievance procedure specific to psychology interns and supervisors for issues associated with and specific to participation in the Psychology Internship Program. The procedure for a psychology intern lodging a grievance is contained in the Psychology Intern Agreement contract located in the appendix of this document. Prior to beginning the internship year, the intern is sent this agreement for signature. Once the intern signs the “Psychology Intern Agreement,” the internship Training Director and a designated SEHSC administrative official are furnished a photocopy of the signed agreement for records. The administrative official signs the agreement as the interns are formally employed and administrated by SEHSC. The following language is excerpted from the contract:

1. SEHSC agrees to provide: (a) an appropriate environment for educational experience in this Psychology Internship Program, (b) an Internship Program which shall fulfill the requirements of the North Dakota Board of Psychology, and (c) maintain contact with the Intern's doctoral program and provide regular required evaluation.

2. The psychology intern agrees: (a) to perform satisfactorily and to the best of his/her ability the customary responsibilities of the Psychology Internship Program; (b) to conform to policies, procedures and regulations of SEHSC and the North Dakota Department of Human Services; (c) not to participate, directly or indirectly, in any strike, slowdown, or any other interruption of any nature, whatsoever, of work or the customary duties and responsibilities of the Psychology Internship Program; (d) not to accept any employment outside the provisions of this Agreement without the approval of the Program Director(s); and (e) remain in good standing in their respective doctoral graduate training program for the duration of the internship year.

3. The parties have entered into this agreement and acknowledge their respective ethical and legal obligations to fulfill this agreement according to its terms. SEHSC Psychology Internship, through its appropriately designated representative(s), may excuse the psychology intern from his/her obligation to perform all or part of this Agreement prior to the stated expiration date, provided that the Psychology Intern submits in writing a request to be excused or relieved of obligation(s) hereunder stating the reasons for the request; and provided that the psychology intern thereafter meets at reasonable times and places with the designated representative(s) of SEHSC Psychology Internship, for the purpose of discussing the reasons for this request to be excused from performing obligation(s) under this agreement.

SEHSC Psychology Internship, through its designated representative(s) may in its discretion and for just cause, immediately reassign, suspend, or take other disciplinary action with respect to the psychology intern. Such immediate reassignments, suspensions, or other disciplinary action shall be made orally and in writing. If such immediate reassignment, suspension, or other disciplinary action occurs, the psychology intern shall continue to receive his/her full and regular pay, until he/she has been afforded the opportunity to appear and be heard; the SEHSC Psychology Internship Training Director shall advise the psychology intern in writing of the time and place to appear and be heard, which time shall not be more than five (5) days after the day on which the immediate reassignment, suspension, or other disciplinary action is made, and the notice shall be given or mailed within three (3) days after the day of the immediate reassignment, suspension or other disciplinary action. The psychology intern may be represented and shall be entitled to present witnesses on his/her behalf. After providing the psychology intern the opportunity to be heard, SEHSC Psychology Internship, through its designated representative, may, in its discretion and for just cause, reinstate the psychology intern to his/her normal and customary duties and responsibilities under the Psychology Internship Program, reassign the psychology intern, or take other disciplinary action including discharge of the psychology intern and termination of this agreement.

The psychology intern may initiate a grievance pursuant to the grievance procedure described below. For purposes of this agreement "grievance" shall mean a dispute or controversy between the psychology intern and any Psychology Internship Program supervisory personnel concerning the application of the provisions of this contract and/or any rules or regulations governing the operation of the Psychology Internship Program.

A grievance must be in writing, briefly setting forth the matter or matters complained of by the psychology intern. It must be submitted by the psychology intern to his/her immediate supervisor, who shall attempt to resolve the grievance on an informal basis within 14 calendar days of its receipt. If the psychology intern who submitted the grievance is not satisfied with the resolution proposed by his/her immediate supervisor, he/she may submit the grievance in writing to the Training Director of the Psychology Internship Program, who shall attempt to resolve the grievance within 14 calendar days of its receipt. If the psychology intern remains unsatisfied after the decision of the Training Director of the Internship Program he/she may submit the grievance to the Director of Adult Therapeutic Services at SEHSC and/or the Director of SEHSC, who shall respond in writing within 30 days. If the grievance pertains specifically to the Training Director of Internship Training, the aggrieved intern should direct a formal grievance letter to the Director of Adult Therapeutic Services. At any stage in the grievance process, the

psychology intern filing the grievance has the right to request a hearing, present witnesses, and be assisted by a personal representative of his own choosing. Such a personal representative must be a person familiar with the Psychology Internship Program of the SEHSC, and may not be an attorney at law. Any cost incurred by the psychology intern filing a grievance must be borne by him/her and it is understood and agreed that the filing of a grievance in no way relieves the psychology intern of his/her continuing obligation to maintain patient care at all stages of the grievance procedure.

If this agreement is terminated prior to its expiration date, each party, at its option, may submit an explanatory statement to the training committee. Such statements shall be available to inquiries at the discretion of the training committee.

If any portion of this agreement is declared by a court to be invalid or in conflict with any applicable law, the law shall take precedence, but the remainder of this agreement shall not be affected thereby.

Due Process

Intern Rights

Interns involved in the SEHSC Internship Program have a number of rights that are recognized and upheld during the duration of their internship. These include:

- 1) The right to clear information regarding the goals and expectations of the training experience,
- 2) The right to be trained by professionals who behave in accordance with the APA ethical guidelines,
- 3) The right to be treated with professional respect, that recognizes the training and experience the intern brings with him/her,
- 4) The right to ongoing evaluation that is specific, timely, respectful, and pertinent,
- 5) The right to engage in an ongoing evaluation of the training program experience,
- 6) The right to initiate an informal resolution of problems that might arise in the training experience (supervision assignments, etc.) through discussion or request letter to the staff member concerned and/or to the internship Training Director,
- 7) The right to due process and appeal to deal with problems after informal resolution has failed (either with rotational supervisor and/or Training Director), and/or to determine when rights have been infringed upon,
- 8) The right to respect for one's personal privacy,
- 9) The right to a workplace free from unwelcome sexual behavior.

Definition of Problem Areas and General Responsibilities of the Intern

For purposes of this document, intern problem areas are broadly defined as an interference in professional functioning which is reflected in one or more of the following ways: 1) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior; 2) an inability to acquire professional skills in order to reach an acceptable

level of competency; and/or 3) an inability to control personal stress, psychological dysfunctions, and/or excessive emotional reactions which interfere with professional functioning.

While it is a professional judgment as to when an intern's behavior becomes more serious (i.e., problematic) rather than just a matter of concern, for purposes of this document a concern refers to a trainees' behaviors, attitudes, or characteristics which, while of concern and which may require remediation, are perceived as not unexpected or excessive for professionals in training. Problem areas will typically be identified when they include one or more of the following characteristics:

- 1) Inability to acquire and integrate professional standards of behavior into one's repertoire and to deliver acceptable levels of competent services, to such extent that the quality of services received by consumers is compromised,
- 2) Inability to acknowledge, understand, or address a problem when it is identified, when the problem does not merely a reflection of a skill deficit which can be rectified by academic or didactic training, and wherein the problem is not restricted to a single area of professional functioning,
- 3) Inability to remediate problem areas without a disproportionate amount of attention by training personnel is required,
- 4) Inability to deliver services in a manner consistent with legal and ethical guidelines,
- 5) Engagement in personal (including inability to control personal stress, strong emotional reactions, and/or psychological dysfunction) and professional conduct, which presents a negative public image of the profession, of the agency, and of the internship,
- 6) Inability by the intern to change behaviors as a function of feedback, remediation efforts, and/or time,
- 7) Inability to stay in good standing in the respective doctoral graduate training program for the duration of the internship,
- 8) Inability to conform to the policies, procedures, and regulations of SEHSC and the North Dakota DHS, to include the following provisions of this agency:
 - a. Not to participate directly or indirectly in any strike, slowdown, or other interruption of any nature, whatsoever, of work or customary duties and responsibilities,
 - b. Not to participate in outside employment outside the provisions of the agency, and without approval from the Training Director and administration of the agency.

General Responsibilities of the Internship Program

A major focus of internship is to assist interns in integrating their academic, clinical, and personal experiences, values, attitudes and functioning with their professional functioning. The Internship Program is committed to providing the type of learning environment in which an intern can meaningfully explore personal issues, which relate to his/her professional functioning. In response to the above intern expectations, the Internship Program assumes a number of general responsibilities, including the following:

- 1) The Internship Program will provide interns with information regarding relevant professional standards and guidelines, and will provide appropriate forums wherein the intern can discuss and practice the implementation of such standards,
- 2) The Internship Program will provide interns with information regarding relevant legal and ethical regulations which govern the practice of psychology, and will provide forums wherein the intern can discuss implementations of such guidelines,
- 3) The Internship Program will provide written evaluations of the intern's progress with the timing and content of such evaluations designed to facilitate interns' change and growth as professionals. Evaluations will address the interns' knowledge of and adherence to professional standards, their professional skill competency, and their personal functioning as it relates to the delivery of professional services,
- 4) The Internship Program will respect the rights of the intern as identified above, as well as respecting their civil rights and respecting their unique experiences, backgrounds, cultures, and values.

Intern Evaluations and Performance Review Processes

In accepting the above responsibilities, the Internship Program will regularly evaluate, through formal and informal processes throughout the internship year, each intern's performance and conduct. The Internship Program will provide appropriate mechanisms by which inappropriate intern behavior effecting professional functioning is brought to the attention of the intern. The Internship Program will also maintain intern procedures, including grievance and due process guidelines, to address and remediate perceived problems as they relate to professional standards, professional competency and/or professional functioning. Criteria which link this definition of intern problem areas to particular professional behaviors and attitudes are incorporated into the program's evaluation procedures at several levels during the evaluation process (refer to attachments including rotational and final evaluation forms).

At the end of each rotation, the primary rotation supervisor evaluates an intern's performance, makes recommendations for the next rotation, and identifies any future training or experiential needs of the intern. After meeting, the supervisor and intern sign the written evaluation and forward it to the Training Director. The intern rotational evaluation form is completed by the primary rotation supervisor during the last week of each rotation. The primary supervisor also consults with other professional staff who have significant contact with interns, and incorporates this information into the rotation evaluation. This form is reviewed directly with the intern, then given to the Training Director for review and placement into the intern's file. During the rotational review, the intern, primary supervisor, and/or Training Director provide integrative feedback regarding the collective experience of other professionals in the agency who have had significant interactions with the intern. Parties discuss how the internship experience is progressing, and the intern is provided with the opportunity to give his/her reactions and critiques of supervisors and other aspects of the training experience. Based on the evaluations, the Training Director and the intern may modify the intern's training plan to better meet his or her training needs and the training program's requirements.

During the course of the internship, the intern's sponsoring graduate program is kept apprised of the intern's training experience and performance via formal written communication between the

Training Director and the graduate program formally at least twice per year (at 6 months and at 12 months) regarding the intern's progress. The intern will be allowed to review the letter sent to the sponsoring graduate program. The earlier formal letter will primarily address the intern's training activities, but may focus as well on problematic areas. At the end of the internship year, the letter received by the sponsoring graduate program will include more formal integration of the supervisory evaluations of the intern's skills, professionalism, and personal functioning, along with a brief summary evaluation indicating whether the intern successfully completed the internship.

Successful completion of internship will be determined by successful completion of the following:

- 1) Total training time should be equivalent to 2,000 hours
- 2) A minimum of 1,200 hours spent in client related contacts and activities,
- 3) Competency-based evaluations indicative of intern performance is commensurate with that expected of an intern in this program.
- 4) Basic competency requirements for all rotations have been met during the one-year full-time period of internship training,
- 5) A minimum of 3 hours per week per week spent in regularly scheduled, formal, face-to-face supervision, at least 2 of which were on an individual basis,
- 6) Demonstration of an ability to complete evaluations and paperwork with minimal supervisory changes,
- 7) Completion of all clinical and administrative paperwork.

A formal review may also be activated at any time by a supervisor, member(s) of the professional staff of SEHSC, other interns, or by secretarial/support staff which require some level of sanction and review. In addition, if problems arise that seem serious enough to cast doubt on an intern's ability to successfully complete the internship program, the Training Director will inform the sponsoring graduate program, and will address ways in which the sponsoring graduate program may be of assistance in resolving the problems, as outlined in the due process and appeal guidelines that follow.

General Guidelines for Responding to Intern Performance Deficits

Due process ensures that decisions made by programs about interns are not arbitrary or personally based, requires that programs identify specific evaluative procedures which are applied to all interns, and have appropriate appeal procedures available to the intern so he/she may challenge the program's action. General guidelines include:

- 1) During the orientation period, presenting to the interns, in writing, the program's expectations related to professional functioning, and discussing these in both group and individual settings,
- 2) Stipulating the procedures for evaluation, including when and how evaluations will be conducted. Such evaluations should occur at meaningful intervals,
- 3) Articulating the various procedures and actions involved in making decisions regarding problem areas,
- 4) Communication, early and frequently, with graduate programs about any suspected difficulties with interns, and seeking input from these academic programs about how to address such difficulties,

- 5) Instituting, when appropriate, a remediation plan for identified problem areas, including a time frame for expected remediation and consequences of not rectifying the inadequacies,
- 6) Provision of a written procedure to the intern, via the intern orientation manual that describes how the intern may appeal the program's action,
- 7) Ensuring that interns have sufficient time to respond to any action taken by the program,
- 8) Using input from multiple professional sources when making decisions or recommendations regarding the intern's performance,
- 9) Documenting, in writing and to all relevant parties, the action taken by the program and the rationale for such actions.

Levels of Sanction and Due Process Regarding Inadequate Intern Performance

It is important to have meaningful ways to address problematic behavior once it has been identified. In implementing remediation or sanction interventions, the training staff must be mindful and balance the needs of the impaired or problems of the intern, the clients involved, members of the intern training group, the training staff, and other agency personnel. Although verbal and written warnings are more likely to be provided by clinical supervisors, any staff member of SEHSC may file a written grievance against an intern for the following reasons: (a) unethical or legal violations of professional standards or laws; (b) failure to satisfy professional obligations and thereby violate the rights, privileges, or responsibilities of others.

Levels of sanctions and guidelines for use are as follows:

- 1) Verbal Warning to the intern emphasizes the need to discontinue the inappropriate behavior under discussion. No formal record of this action is kept. Verbal warnings are used for minor infractions or single event problems that do not significantly interfere with client care or work performance,
- 2) Written Acknowledgment via the "Internship Correction and Redirection Form" will be used to address more considerable infractions, and will be removed from the intern's permanent file when the intern responds to the concerns and successfully completes the internship. Once the written acknowledgement notice has been issued, it is expected that the status of the rating will be reviewed no later than the next formal evaluation period. The written acknowledgement will identify the following areas:
 - a) that the rotational supervisor and training director are aware of and concerned with the a specific aspect of intern performance,
 - b) that the concern has been brought to the attention of the intern,
 - c) that the rotational supervisor and training director will work with the intern to rectify the problem or skill deficits, and
 - d) that the behaviors associated with the rating are not significant enough to warrant more serious action (e.g., written warning, schedule modification, probation, or suspension).

- 3) Written Warning will address to the intern indicates the need to discontinue an inappropriate action or behavior. This will be used when an intern has failed to respond to either a verbal warning or written acknowledgement within the specified time line. A copy of this letter will be kept in the intern's file. Consideration may be given to removing this letter at the end of the internship by the Training Director, in consultation with the rotational supervisor. This letter will contain:
 - a) a description of the intern's unsatisfactory performance,
 - b) actions needed by the intern to correct the unsatisfactory behavior,
 - c) the time line for correcting the problem,
 - d) what action will be taken if the problem is not corrected, and
 - e) notification that the intern has the right to request a review of this action.

- 4) Schedule Modification is a time-limited, remediation-oriented closely supervised period of training designed to return the intern to a more fully functioning state. Modifying an intern's schedule is an accommodation made to assist the intern in responding to personal reactions to environmental stress, with the full expectation that the intern will complete the internship. This period will include more closely scrutinized supervision conducted by the regular supervisor in consultation with the Training Director. The length of a schedule modification period will be determined by the Training Director in consultation with the primary supervisor. The termination of the schedule modification period will be determined, after discussions with the intern, by the Training Director in consultation with the primary supervisor. Several possible and perhaps concurrent courses of action may be included in modifying a schedule. These include:
 - a) increasing the amount of supervision, either with the same or other supervisors,
 - b) change in the format, emphasis, and/or focus of supervision and training,
 - c) recommending and/or requiring personal therapy, with referrals, if necessary to be facilitated by the rotational supervisor in consult with the Training Director when the problems are psychological manner, in such a way that all parties involved have clarified the manner in which therapy contacts will be used in the intern evaluation process,
 - d) reducing the intern's clinical or other professional duties,
 - e) requiring additional specific academic coursework.

- 5) Probation The purpose of formal probation is to assess the ability of the intern to complete the internship and to return the intern to a more fully functioning state. It represents a time-limited, remediation-focused, more closely supervised training period during which the supervisors and Training Director actively and systematically monitor, for a specific length of time, the degree to which the intern addresses, changes and/or otherwise improves the behavior associated with the inadequate rating. The intern is informed of the probation in a written statement which includes:
 - a) the specific behaviors associated with the unacceptable rating,
 - b) the specific recommendations for rectifying the problem,
 - c) the time frame for the probation during which the problem is expected to be ameliorated, and

- d) the procedures to ascertain whether the problem has been appropriately rectified.

If the Training Director determines that there has not been sufficient improvement in the intern's behavior to remove the Probation or modified schedule, then the Training Director will discuss with the primary supervisor and Administrative Director possible courses of action to be taken. The Training Director will communicate in writing to the intern that the conditions for revoking the probation or modified schedule have not been met. This notice will include the course of action the Training Director has decided to implement. The intern may choose to accept the status and conditions or may choose to appeal the action. The procedures for appealing the action are presented in a latter section. These procedures may include continuation of the remediation efforts for a specified time period or implementation of another alternative. Additionally, the Training Director will communicate to the Director of SEHSC that if behavior does not change, the intern will not successfully complete the internship.

- 6) Temporary Suspension of Direct Service Activities requires a determination that the welfare of the intern's client or consultee has been jeopardized, or when there has been a charge of violation of the APA Code of Ethics. All temporary suspensions are effective immediately upon notifying the intern of the suspension (in writing and orally). The written notification (including the reasons) for the suspension is expected to be in the hands of the intern within one working day. Therefore, any and all clinical and direct service activities will be suspended for a specified period as determined by the Training Director in consultation with supervisors and Director of SEHSC. At the end of the designated suspension period, the intern's rotation supervisor in consultation with the Training Director will assess the intern's capacity for effective functioning and determine when direct service can be resumed. Interns will continue to receive their stipend during periods of temporary suspension, and will continue to assume not direct service related activities.

If either the probation or the temporary suspension occurs, the Training Director will inform the intern's graduate psychology program, indicating the nature of the inadequate rating, the rationale for the decision, and the action taken by clinical supervisors and Training director. Feedback and suggestions from the intern's graduate school Training Director will be sought. The intern shall receive a copy of the letter sent to the sponsoring university. Another copy of the letter will be placed in the intern's permanent file maintained by the Training Director.

The status of a probation or temporary suspension rating will be reviewed no later than the limits identified in the probation or temporary suspension statement, usually within four to six weeks. If the identified problem area or areas have been rectified to the satisfaction of the clinical supervisors, the Training Director, the intern, the graduate psychology program and other appropriate individuals will be informed, no further action will be taken, and the probationary or suspended status will be removed.

If probation or temporary suspension interferes with the successful completion of the training hours needed for completion of the internship, this will be noted in the intern's file and the intern's academic program will be informed.

- 7) Administrative Leave involves the temporary withdrawal of all responsibilities and privileges in the agency. If Administrative Leave interferes with the successful completion of the training hours needed for completion of the internship, this will be noted in the intern's file and the intern's academic program will be informed. The Training Director will also inform the intern of the effects the administrative leave will have on the intern's stipend.
- 8) Dismissal from the Internship involves the permanent withdrawal of all agency responsibilities and privileges. When a combination of specific interventions does not rectify the problematic performance of problematic conduct under the conditions stipulated by probationary status within a reasonable period of time, or when the trainee seems unable or unwilling to alter his or her behavior, the training program may need to take more formal action, including assessing the possibility of termination from the training program or dismissal from the agency.

Either administrative leave or dismissal would be invoked in cases of severe violations of the APA Code of Ethics, or when imminent physical or psychological harm to a client is a major factor, or the intern is unable to complete the internship due to physical, mental, or emotional illness.

If there is a motion to dismiss the intern, a Training Committee will be formed with the Training Director, clinical supervisors, at least one other staff from the psychology unit, at least one other clinical staff person outside of the psychology unit, and at least one member of SEHSC's administration. In addition, the intern may request one member of the committee of staff of SEHSC (not to include other interns or support staff) to speak on his or her behalf. The committee may then elect to take any of the following steps, or other appropriate action:

- a) it may continue the probation for a specified time period,
- b) it may suspend the intern whereby the intern is not allowed to continue engaging in certain professional activities until there is evidence that the problem behaviors in question have been rectified,
- c) it may inform the intern, the intern's sponsoring university, well as the Director of SEHSC, that the intern will not successfully complete the internship if his/her behavior does not change. If by the end of the training year, the intern has not successfully completed the training requirements, the Training Committee may give the intern only limited certification, or no certification at all. The Committee may specify those settings in which the intern can or cannot function adequately. The intern and the intern's home department will be informed that the intern has not successfully completed the internship,

- d) it may inform the intern that the Committee is recommending to Director of SEHSC that the intern be terminated immediately from the internship program, and with the Director's approval, move to terminate the intern,
- e) when the Committee's deliberations lead to the conclusion that an intern is not suited for a career in professional clinical practice, the committee may recommend and assist in implementing a career shift for the intern.

All the above steps will be appropriately documented and implemented in a manner consistent with due process procedures, including opportunities for interns to initiate grievance proceedings, to challenge grievance procedures and decisions made by supervisors, training directors, and SEHSC administration.

Procedures for Intern Appeal

An intern may, within ten (10) days of the communication of a probation, suspension, or dismissal, submit a letter to the Training Director requesting an appeal. An appeal may be requested on the following grounds:

- 1) Denial of the described due process granted to the intern in any part of the evaluation procedure.
- 2) Denial of the opportunity to fairly present data to refute conclusions drawn in the evaluation.
 - a. within five (5) working days of the receipt of the appeal request, the Training Director will convene an Appeals Committee consisting of two professional staff members selected by the Training Director, and two staff members selected by the intern. The composition of the committee will not include the Training Director, the staff member in question, or other current interns.

The procedures invoked for review by this Committee are as follows:

- 1) The intern and his/her supervisor or the staff member involved will be notified that a special review meeting will be held,
- 2) The Appeals Committee may request the presence of, or written statement from, individuals as it deems appropriate,
- 3) The intern may submit to the Appeals Committee any written statements he/she believes to be appropriate, may request a personal interview, and/or may request that the Committee interview other individuals who might have relevant information. The supervisor or staff member involved will also be afforded the same privilege,
- 4) Following the fact-finding review, the Appeals Committee or a designated member will communicate the summary of their findings and any recommendations to the Internship Training Director, within two working days of the end of their deliberation,
- 5) Following the review by the Appeals Committee, the Training Director takes actions deemed appropriate. Such action is not limited to, but may take the form of, any of the following:
 - a. accept the supervisor's or staff member's report of problems and recommend a program of remediation (as described above),
 - b. request a new report to be written to include specific changes in the statement of deficit(s) or recommendation(s) by the supervisor or staff member involved,

- c. ask the training committee to re-write the evaluation, or the Training Director can re-write the evaluation, or add an addendum to the report of the supervisor or staff member,
 - d. place the intern on probation for a specified period of time, during which time changes in the intern's behavior according to an identified remediation program are to be expected,
 - e. recommend to the Director of SEHSC a dismissal of the intern from the training program.
- 6) In the event of that an intern disagrees with the Appeals committee, he may request a second and final review. This request must be submitted in writing within five working days after the intern has been notified of the Internship Training Director's decision, and the review will be conducted by the Director of SEHSC, whose decision will be final.

Intern Grievance Against Supervisors, Staff Members, or Program

There may be situations in which the intern has a complaint or grievance against a supervisor, staff member, other trainee, or the program itself and wishes to file a formal grievance. As state employees, all staff, including psychology interns, have the right to contest the actions of management through a the grievance process identified in the North Dakota Century Code Division Program 301, Chapter 01 under 01-29 Internal Grievance Procedure Revised 701ML2715.

In addition, while it is hoped that any concerns or complaints can be discussed and resolved informally, a formal mechanism is appropriate in light of the power differential between supervisory staff and interns. Grievance procedures should be followed when an intern wishes to challenge any action taken by the faculty as described above, when the intern disagrees with a standard evaluation by a supervisor, when an intern has a complaint concerning a staff member/supervisor regarding a situation other than evaluation, when an intern has a complaint concerning another intern, or when an intern disagrees with actions taken by the Training Director.

These guidelines are intended to provide the psychology intern with a means to resolve perceived conflicts that cannot be resolved by more informal means. At any stage in the grievance process, the psychology intern filing the grievance has the right to present witnesses, and be assisted by a personal representative of his/her own choosing. Such a personal representative must be a person familiar with the Psychology Internship Program of SEHSC, and may not be an attorney at law. Any cost incurred by the psychology intern filing a grievance must be borne by him/her and it is understood and agreed that the filing of a grievance in no way relieves the psychology intern of his/her continuing obligation to maintain patient care at all stages of the grievance procedure. Interns who pursue grievances in good faith will not experience any adverse personal or professional consequences as a result of their grievance:

- 1) In the event an intern encounters any difficulties or problems (e.g. poor supervision, unavailability of supervisor, evaluations perceived as unfair, workload issues, personality clashes, other staff conflict) during his/her training experiences, an intern should initially raise the issues with the supervisor, staff member, or Training Director in an effort to resolve the problem,

- 2) If the matter cannot be resolved, or it is inappropriate to raise with the other party, the issue should be raised with the Training Director within ten days of the aggrieved action. If the intern is challenging a formal evaluation, the intern must do so, in writing, and with supporting documentation within ten days of receipt of the evaluation. The Training Director will then facilitate a meeting between the intern and the staff member/supervisor within five working days,
- 3) If the Training Director is the object of the grievance, or unavailable, the issue should be raised with the Director of SEHSC. SEHSC's Director will then facilitate a meeting between the intern and the Training Director within five days,
- 4) If the matter cannot be resolved, or it is inappropriate to raise with the other party, the issue should be raised with the Director of SEHSC within ten days of the aggrieved action. The Director will make a ruling and will report the decision within five days to all involved parties.

Prior to beginning the internship year, the intern is sent a "Psychology Internship Agreement" indicating that they have read and understand the information presented with respect to these Due Process Guidelines (see attached agreement). Once signed, the Training Director and a designated SEHSC administrative official are furnished a photocopy of the signed agreement for records. The administrative official signs the agreement as the interns are formally employed and administrated by SEHSC.

Intern Application and Selection Processes

Application Process

SEHSC uses the APPIC application. The deadline for application submission is December 10, 2008. Candidates will be notified regarding whether or not they will be offered an interview by December 15, 2008.

In addition, SEHSC requires 3 letters of recommendations, one of which must be from a clinical practicum supervisor. Copies of transcripts from all academic institutions are also required (undergraduate transcripts are not necessary).

Those offered positions will also need to complete the DHS' state application.

Selection Process

Selection Policy:

The intern selection process is considered an important one and significant time and effort is invested in training and supervising interns. As such, the following guidelines apply:

- 1) All primary supervisors are directly involved in the review and selection process,
- 2) The selection process is a complex one; therefore, no specific standards are in place that governs the selection of one applicant over another. SEHSC has developed minimum criteria to be met by applicants, however, supervisors will use their best judgment to

select applicants whose interests and qualifications are the best fit and the most appropriate for the program,

- 3) Interns are employees of SEHSC. Therefore, the Internship Program must comply with the standards and regulations developed by SEHSC for the selection of employees. However, we do acknowledge that searching and selection procedures for interns (i.e., APPIC Computer Match Program) do differ from those policies of SEHSC itself. Consistent with the policies of the DHS of the State of North Dakota, applicants will not be discriminated against on the basis of race, religion, national origin, disability, color, sex, age, or marital status,
- 4) 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.

Our two minimum criteria in evaluating applicants are:

- 1) Personal qualities of the applicant that facilitate learning clinical and professional skills, utilizing supervision productively, working and communicating effectively with others, and applying knowledge in a responsible and ethical manner.
- 2) Substantial knowledge in the field of psychology (e.g., research methodology, psychopathology), as well as a solid foundation of clinical knowledge, experience, and skills in the areas of assessment, therapy, and consultation. Practically this translates to clinical experience that includes, but is not limited to, 1,000 total practicum hours of which 300 hours are directly related to intervention and assessment experiences.

These two minimum qualifications are required for a variety of reasons. First, our agency is a state-run facility whose mission is to serve the citizens of the state of North Dakota. Therefore, we have an obligation to provide the highest quality services available. Also, because many interns may be seeking future employment in the region, it is the agency's responsibility to attract and train only the best. Finally, the training program will provide interns with specific training experiences in a variety of areas and settings. We are obligated to recruit interns who, based on skills and experience, are likely to complete all rotations successfully.

Source: This section adapted from material in the Psychology Internship Manual from Norfolk Regional Center, Norfolk, NE. Used with permission.

Selection Procedures:

Internship application packets are sent to everyone requesting one.

The deadline for application submission is December 10, 2008. During the week after the application deadline, applicants are screened according to their interests, fit with the program, skills, and qualifications. Three psychology staff, including the two licensed Psychologists will review each application. If individuals reviewing an application recommend removing the candidate from our applicant pool, he or she will be eliminated from further consideration. The qualifications of the remaining applicants will be rated on a scale from 1 (poor) to 5 (excellent). The top 15 applicants will then be contacted by December 15th to visit SEHSC for a personal interview. Telephone interviews can be arranged in situations where the applicant is unable to be

present for an in-person interview. Those not chosen to interview will receive a letter notifying them of this decision as soon as it has been made.

During the interview, applicants meet with the Director of Clinical Training, as well as with other clinicians who may serve as supervisors. During the course of the interview, the applicant will be provided with more specific information regarding the training program, meet current interns on staff, and take a tour of SEHSC. Interviews are primarily conducted as Open House interviews, with a full day of scheduled events, including a tour of Fargo, ND.

SEHSC follows the APPIC match policy. Our program code number is **178911**. If and when an individual has been matched to our internship program and has accepted the offer, completion of our state application, including a background check, is mandatory. Individuals who would like further information on the Internship or application procedures are directed to speak with Dr. Sara Quam at 701-298-4441 or by e-mail at squam@nd.gov.

Where Are They Now?

Former Interns

Steve Saum, PhD (Intern 2001-2002)

Director; Sex Offender Unit at the State Hospital, Jamestown, ND.

Cyriacus Ajealo, PhD, LP (Intern 2002-2003)

I left SEHSC in July of 2003. From September 2003 to April 2004 I was working on my dissertation and getting ready to defend it. On June of 2004, I graduated. July 2004 to September 30, 2005, I was doing research in Africa on posttraumatic stress disorder and psychosomatization. From October 3, 2006 to September 30, 2006, doing a postdoctoral fellowship. Future plans: November 2006, take EPPP and to be licensed in Colorado. April 2007, to coordinate an international mental health intervention agency for Africa and third world nations.

Mary Ann Coupland, PsyD, LP (Intern 2003-2004)

Since I completed my internship there, I passed the EPPP, am a Licensed Psychologist, am a Full Time Professor at Sinte Gleska University, Mission, SD, have a private practice in both Nebraska and South Dakota, have completed numerous presentations and workshops including a lecture at Oxford University on Storytelling as a part of a Child Psychology Roundtable, preschool mental health issues for the Alaska State Department of Education, ND Summit on Alcohol and Substance Abuse, and others in Nebraska and South Dakota. In addition, I am the mental health consultant for the Rosebud Sioux Tribe Head Start Program and have recently been accepted as a Federal Reviewer for the mental health component of Head Start.

Michelle Saum (Intern 2003-2004)

Working as a sex offender therapist at Southeast Human Service Center.

Shannon McMahon, Psy.D (Intern 2004-2005)

I am employed by Minnesota Extended Treatment Options, a state operated forensic facility for mentally retarded and mentally ill clients who are found not competent to stand trial due to cognitive impairment and are committed to the state for treatment. Most clients present a danger to themselves or someone else or have committed unlawful acts. I am the clinical lead for a building of 12 female clients who are diagnosed with various mental health conditions, most notably borderline personality disorder. My primary job tasks include individual therapy, teaching skills groups, conducting psychological assessments, participating in multi-disciplinary team meetings to make recommendations for psychotropic medications, conducting trainings for direct care staff to ensure generalization of treatment principles to the milieu setting and working with community teams to facilitate the client's transition back to a less restrictive community setting.

Sara Quam, PsyD, LP (Intern 2004-2005)

After completing both my internship and residency at Southeast Human Service Center in 2005 and 2006, I work as the Chief Psychologist and Director of Intern Training at Southeast Human Service Center. I am also part of Benson Psychological Services, a private practice, completing juvenile risk assessments, adoption eligibility evaluations, and gastric bypass evaluations. I received my Psy.D. from Minnesota School of Professional Psychology in October 2005 and became licensed as a psychologist of North Dakota in October 2006.

Patrick Aleknavicious, PsyD (Intern 2005-2006)

Completing residency at a Community Mental Health Center in California.

James Yuhasz (Intern 2005-2006)

Completing residency at a State Prison in Pennsylvania.

Dan Huneke (Intern 2007-2008)

I'm currently living with my wife and son in Tomah, WI and working at the New Lisbon Correctional Institute in New Lisbon, WI. I am currently co-facilitating sex offender treatment groups and a support group for individuals with serious mental illness. I also carry a caseload of individual clients. There is not a lot of therapy that is done with my caseload as it is more of a crisis management model. I also conduct brief evaluations in order to determine appropriateness for minimum placement and to evaluate the level of treatment need for sex offenders.

*All names were printed with permission

The Region

Relocation packets containing more detailed and up to date information on the Fargo-Moorhead Community are available for under \$5 by calling 1-218-233-1100 or by mailing a check and request to Fargo Moorhead Chamber of Commerce, PO Box 2443, Fargo, ND 58108. Web site: www.fmchamber.com Most of the information below is taken directly from their 2005 packet.

Contrary to popular belief, it does not snow here all year long! Fargo-Moorhead enjoys four distinct seasons and all the outdoor beauty and activities each bring. There are over 80 parks in the community; there are plenty of picnic areas, some with play areas for tennis, horseshoes, frisbee, six public golf courses, softball, and camping. Wintertime does not stop the outdoor fun. There's ice-skating, ice fishing, cross-country skiing, and snowmobiling. There are also many hunting opportunities for deer, pheasant, and waterfowl of the Dakota prairies and nearby Minnesota lake country.

Summer: Summers are pleasant with few days of high heat or humidity.

Autumn: Autumns are delightfully crisp and cool; peak leaf color time is usually the first week of October.

Winter: Winters are cold but not damp; skies are frequently sunny; seasonal snowfall averages 36 inches. (Hector International Airport is rarely closed due to weather.)

Spring: Springs are regularly warm and sunny after March and early April. The first 70 degree day is usually April 17th.

Source: John Wheeler, Meteorologist, WDAY TV; 1999

Fargo Facts and Figures

	<u>AVERAGE HIGH</u>	<u>PRECIPITATION</u>	<u>SUNNY DAYS</u>	<u>SNOW DAYS</u>
JAN	15.3 F	0.67"	51%	10.0"
FEB	21.1	0.45"	57%	5.8"
MAR	34.7	1.06"	58%	7.4"
APR	53.7	1.82"	58%	3.1"
MAY	68.4	2.45"	59%	
JUN	77.3	2.82"	60%	
JUL	83.3	2.70"	71%	
AUG	81.1	2.43"	68%	
SEPT	69.4	1.99"	60%	
OCT	56.8	1.68"	56%	0.7"
NOV	36.8	0.73"	40%	5.3"
DEC	20.2	0.65"	43%	7.8"

Source: John Wheeler , Meteorologist, WDAY TV averages from 1961-1990

State Violent Crime Ranking

Minnesota.....34/50
 North Dakota.....1/50

Source: Morgan Quitno Press, Crime State Rankings; 1999

Population

State population641,000
 Cass and Clay Counties.....175,630
 Dilworth..... 3,001
 Fargo..... 90,599
 Moorhead..... 32,177
 West Fargo..... 14,940

Source: North Dakota Census Data Center, Population Estimates; 1998

Total Number of Households

Dilworth, Fargo, Moorhead, West Fargo.....62,247

Miles to Fargo-Moorhead Area

Bismarck, ND198
 Duluth, MN230
 Minneapolis, MN225
 Rapid City, SD.....500
 Sioux Falls, SD.....220
 Winnipeg, CANADA.....225

Media in the Metropolitan Area

Daily newspapers.....	1
Weekly newspapers.....	2
Monthly newspapers.....	2
College and university newspapers.....	3
Magazines.....	4
News services.....	1
Radio stations- am.....	5
Radio stations-fm.....	11
Television stations.....	5

Economy

The Fargo-Moorhead metropolitan population increased 7.5 percent from 1990 to 1998 (154,473 to 167,254), approximately 1.0 percent per year.

A leading expert on the Upper Midwest economies praised the Fargo-Moorhead area for job growth that outstripped the national average during most of the past six years. The area enjoys the lowest percentage of high school dropouts and a labor-force participation rate of 71.9 percent, the highest in the nation.

Source: Fargo-Moorhead Chamber of Commerce pamphlet

Accommodations

Hotels.....	38
Total rooms.....	3,957

Real Estate

APARTMENTS

Apartment Rental Ranges

1 bedroom.....	\$200-\$600
2 bedroom.....	\$350-\$1,500

1999 Residential Property

Average Purchase Price

Existing Homes.....	\$134,268
New Construction.....	\$204,800

Multi-Family Living Units

Dilworth, MN	315
Moorhead, MN.....	3550
Fargo, ND	23,000

West Fargo2500

Single-Family homes built in 2003

<u>City</u>	<u># homes</u>	<u>Value</u>
Dilworth, MN.....	49.....	\$6.6 million
Moorhead, MN.....	123.....	\$17.9 Million
Fargo, ND	203.....	\$31.4 Million
West Fargo, ND	409.....	\$51.6 Million

Source: Home Builders Association of Fargo-Moorhead The Forum, October 2004

Entertainment

All year round, indoors and outdoors, Fargo-Moorhead has the venues to host all sorts of sports, national and regional tournaments, amateur and professional games such the F-M Red Hawks or NDSU Bison football.

Many of our attractions and events are nationally known and attract visitors from around the world such as the Roger Maris Museum, and the Minnesota Steam Threshers Reunion. Unique events have the flavor of the Red River Valley like Pioneer Days Bonanzaville, Potato Days in Barnesville, Minnesota and the Scandinavian Hjemkomst Festival.

Fargo-Moorhead also has a variety of art museums and galleries, as well as other attractions including Historic Fargo Theatre, Red River Zoo, Santa Village at Rheault Farm, Fall Festival at Rheault Farm, Trollwood Park, and The White House. The Fargodome attracts world class concerts and entertainment.

You can visit the Celebrity Walk of Fame on the grounds of the Visitor's Center. Walk among over 90 athletes, movie stars, musicians, and dignitaries' signatures are preserved in cement with hands-and-feet impressions.

There's something for everyone at night in Fargo-Moorhead. Enjoy superstar concerts at the Fargodome or dance to local talent in a night club or hotel lounge. Sip cool drinks, local microbrews, or gourmet coffees. Try your hand at blackjack, pulltabs, or pari-mutuel betting in our charitable-gaming casinos. Try go-karting, skateboarding, rock n' bowl, laser tag, or roller-skating, and refuel with a late night snack. There are five theaters providing 32 movie screens.

Dining

Fargo-Moorhead is a virtual smorgasbord of dining choices from fast food to fine dining. With over 200 restaurants, there's no end to the culinary choices: Home cooking, barbecue, steaks, all-you-can-eat buffets, Italian, Chinese, Vietnamese, Mexican, Greek, and even "intergalactic." Our menu features locally owned restaurants with local recipes as well as nationally known dining franchise favorites.

Shopping

Whether you prefer small, unique gift shops and boutiques or climate-controlled malls, Fargo-Moorhead has it all. Trendy fashions, handcrafted gifts, major discounters, Dakota products, and specialty shops await the discerning shopper.

Source: Fargo-Moorhead Convention & Visitors Bureau Visitors Guide

Churches

There are over 125 churches in the Fargo-Moorhead area.

Health Care

The F-M area offers a wide variety of outstanding health care facilities.

Chiropractic Clinics.....	19
Clinics.....	24
Medical Centers.....	3
Chiropractors.....	45+
Dentists.....	90+
Optometrists.....	25
Physicians.....	400+
Research facilities	3

Source: US WEST Dex White & Yellow Pages; In TOUCH , Midweek Community Services Directory; 1999

Transportation

AIR SERVICE

Hector International Airport- Passenger carriers: Northwest, United Express; 12 scheduled daily departures; cargo/package carriers; 2 fixed-based operators.

Moorhead Municipal Airport- Charter service; flight instruction; aircraft maintenance; overnight security; services limited to daylight hours; arrival/departure area open 24 hours.

Cost of Living Comparison

ACCRA Cost of Living Index measures relative price levels for consumer goods and services in participating areas. The average for all participating places, both metropolitan and non-metropolitan, equals 100, and each participant's index is read as a percentage of the average for all places:

City/State	All Items	Grocery	Housing	Utilities	Misc.
Fargo-Moorhead	90.7	86.4	89.2	90.5	91.4
Boston, MA	137.1	111.5	181.2	152.4	114.3
Des Moines, IA	94.2	88.3	95.8	100.7	93.7
Minneapolis, MN	111.2	100.1	124.2	110.7	105.3

Omaha, NE	93.4	90.4	86.2	104.5	95.2
San Jose, CA	174.2	149.9	280.7	116.8	118.9
Sioux Falls, SD	95.4	88.9	83.9	120.4	98.9

Source: ACCRA Cost of Living Index; First Quarter 1999

Quality of Life

- **The Fargo-Moorhead metro area ranked among the top areas in the United States in which to locate a company**, according to a study published in *Expansion Management* magazine, Fargo-Moorhead placed ninth overall when compared to 331 metropolitan statistical areas of all sizes throughout the country, and placed third on the list of top metro areas with populations of less than 250,000. (July 2004)
- In a *Money* magazine article, addressing the question of "What Makes a Place Hot," a leading authority states there is a declining interest in larger cities and a **"resurgence in less expensive places like Fargo that are gaining population."** (June 2004)
- *Expansion Management* magazine gave **Fargo-Moorhead a "Five Star Community" rating, the highest-level, in its annual Quality of Life Quotient.** Components included affordable housing, available work force, standard of living, education levels, educational facilities, unemployment rates and peace of mind, described as the relative tranquility of a particular area. (May 2004)
- **Fargo-Moorhead was ranked the second-best small city in the entire country for business and careers** by *Forbes* magazine. Results were based on an extensive study that examined the cost of doing business, including expenses related to labor, energy, taxes and office space. Also factored into the study were the concentration of college graduates, job and income growth, migration patterns, crime rates and a culture and leisure index. (May 2004)
- **Fargo Public Schools received the highest possible "Gold Medal" rating** in a report published by *Expansion Management* magazine. The publication completed a detailed analysis of 2,800 secondary school districts throughout the United States. Fargo schools ranked in the top 17 percent in the nation. (April 2004)
- **Minnesota was named the nation's second Most Livable State and North Dakota was ranked 15th** by *Morgan Quinto Press* in their 2004 rankings. (April 2004)
- In seven out of the past eight years, *Morgan Quinto Press* has ranked **North Dakota the number-one safest state in the entire nation** in its annual crime survey. (1997 to 2004)
- *Morgan Quinto Press* ranked **Minnesota the fifth Healthiest State in the nation and rated North Dakota twelfth**, based on 21 factors, including access to

healthcare providers, affordability of health care and a generally healthy population. (April 2004)

- "In the last three years, **Fargo has begun to reinvent itself as improbably stylish, worldly, even luxurious,**" proclaimed a front-page story in the *Los Angeles Times*. The centerpiece of the story is the rebirth of downtown Fargo, including a \$9 million facelift and a Renaissance Zone that has launched 65 transformation projects over the course of the past three years. (March 2004)
- National Public Radio reported, "Many communities have been struggling with job losses and a sputtering economy. But quietly, **Fargo, North Dakota has been flourishing.** Fargo has steadily created jobs and over the last few years has consistently posted one of the nation's lowest unemployment rates." (March 2004)
- "How Fargo, N.D. Restarted the American Dream Machine," is the headline that appeared in the March issue of Employee Benefit News. The **Fargo-Moorhead community is praised for its core value of community activism and willingness to address the issues of job development and related economic revival.** (March 2004)
- **Fargo-Moorhead continues to be one of the best places in the nation to start a new business,** according to the results of a national study published by Inc. magazine. Fargo-Moorhead was ranked 15th out of the 277 small cities included in the study. (March 2004)
- **Fargo-Moorhead was rated the second least-stressful small metro area in the United States** in a report published by Sperling's Best Places. The index is comprised of different factors associated with stress, including unemployment rates, divorce rates, commute times, violent crimes, property crimes, suicide rates and others. (January 2004)
- **North Dakota is ranked among the top-nine states as having the cleanest air in the nation,** according to the 2003 report from the Corporation for Enterprise Development. (November 2003)
- In an article headlined "Hot Towns," Time magazine reported, "The hottest places in America to find jobs are small and midsize towns," citing **Fargo as example of communities that are leading the United States in job growth.** (November 2003)
- Self magazine named **Fargo-Moorhead the nation's least stressful community and the ninth healthiest for females.** (November 2003)
- **Fargo-Moorhead is among the top 25 safest metropolitan areas in the entire nation,** according to the results of the tenth annual America's Safest City rankings prepared by Morgan Quinto Press. (November 2003)
- **Fargo-Moorhead was rated among the top 50 most logistics friendly cities in America, receiving a "Five-Star Logistics City" rating** from Expansion Management and Logistics Today magazines. The study compared 331 metropolitan

statistical areas in ten major logistics categories, including the quality and diversity of each community's road and highway network. (September 2003)

- **North Dakota was ranked best in the nation in the quality of hospital health care** in the sixth annual HealthGrades Hospital Quality in America Study. Researchers evaluated each of the country's nearly 5,000 hospitals, measuring them on 26 common procedures and conditions. (September 2003)
- *Money* magazine included **Fargo in a list of the top-ten best cities in the nation in which to start a business or get a job**. The ranking, based on Economy.com's Business Vitality Index, included factors such as job growth and volatility, net migration, cost-of-doing business, education levels and real-estate prices. (August 2003)
- *Employment Review* magazine and its affiliate, BestJobsUSA.com, ranked **Fargo-Moorhead the seventh-best place to live and work in America**. The publication stated, "An excellent unemployment rate, a diverse work force and low cost of living, reasonable housing costs and outstanding educational opportunities make the Fargo-Moorhead area an ideal choice for both individuals seeking relocation and businesses that are ready to move." (July 2003)
- *Expansion Management* magazine ranked **Fargo-Moorhead the eighth-best place in the U.S. in which to locate a company**. The rating is based on a compilation of six major studies that ranked 329 communities in areas such as business climate, infrastructure and the availability and education of the work force. (July 2003)
- In its 2003 ranking of "Best Performing Cities," the Milken Institute rated **Fargo-Moorhead 19th in job creation and economic growth among small metro areas in the nation**. The index measures where jobs are being created, economies are growing and businesses are thriving. (June 2003)
- *Business Facilities* magazine ranked **North Dakota the sixth-best state in the nation in which to locate a business, based on the overall cost of doing business**. (March 2003).
- **Fargo-Moorhead ranked ninth nationally for its "health quotient,"** according to *Expansion Management* magazine, which rated areas on a variety of criteria to measure low costs, fewest risks and best coverage for employers. (March 2003)
- *The Wall Street Journal* lauded **Fargo as an oasis of prosperity, stating, "as most of the nation struggles to shake off the recession, Fargo's economy has stayed strong and steady,** attracting investment, adding jobs and extending a decade of prosperity." (November 2002)
- *Business Week* magazine included **Fargo-Moorhead in its "Dazzling Dozen" list of small cities nationwide in which "local economies are humming along despite a national slowdown."** (October 2002)
- In its list of the 200 Best Cities for Women - 2002, the *Ladies Home Journal* ranked **Fargo the 13th-best smaller city for women in the nation**. Selection criteria

included crime rates, health, education, economy, jobs, lifestyle and child care. (May 2002)

- **Fargo-Moorhead was ranked 10th among labor markets its size for cultivating high-growth companies** by the National Commission on Entrepreneurship, a Washington, D.C. economic think tank. (August 2001)
- *Population Connection* ranked the **Fargo-Moorhead community fifth among 140 comparable-sized communities as a great place to raise kids**, based on community life, economics, education, environment, health, population change and public safety. (August 2001)
- *Inc.*, *Fortune* and *Kiplinger's* magazines all reported the results of research by Cognetics, Inc. that ranked **Fargo Moorhead the second-best small metro area in the country in which to start and grow a business.** (April 2001)

Education

Pre-school and Child Care

	Licensed Centers/Homes	Preschool/Programs
Dilworth.....	18	1
Fargo.....	248	32
Moorhead.....	128	3
West Fargo.....	77	7

Public

	Facilities	Enrollment
Fargo Public Schools	22	11,013
West Fargo Public Schools.....	11	5,584
Moorhead Public Schools.....	8	5,440
Dilworth-Glyndon-Felton Public Schools.....	2	1,347

Private and Parochial

	Facilities	Enrollment
<u>Fargo</u>		
Fargo Catholic		
Schools Network.....	3	1,105
Oak Grove Lutheran School.....	1	290
Grace Lutheran School.....	1	159
Cardinal Muench Seminary.....	1	11

Moorhead

Park Christian School.....	1	487
St. Joseph's School.....	1	200

Higher Education

	Enrollment
North Dakota State University.....	12,026
Moorhead State University.....	7,642
Concordia College.....	2,814
Northwest Technical College- Moorhead.....	2,063
Skills and Technology Training Center.....	500
Aaker's Business College.....	525
University of Mary/Fargo Center.....	450
University of North Dakota Medical Education Center.....	95

Sources: Child Care Resource and Referral; 1999 and Chamber of Commerce of Fargo-Moorhead Visitor's Guide

APPIC MATCH POLICIES: 2009-2010

Adopted July 11, 2006

The following policies will guide the 2009 APPIC Match and Clearinghouse.

Adherence to these policies is a condition of membership in APPIC and of participation in the APPIC Match and/or Clearinghouse.

For 2009-2010, the Rank Order List Submission Deadline is February 4, 2009.
Results of the Match will be released on APPIC Match Day, February 23, 2009.

1. **These policies apply to all participants in the APPIC Match, including APPIC member internship programs, non-APPIC member internship programs, and student applicants.**
 - a. All participants shall abide by their agreements with APPIC for participation in the APPIC Match.
 - b. Internship training directors must ensure that all people involved in recruiting or selecting interns understand and adhere to these policies.
 - c. Directors of APPIC Subscriber programs and doctoral programs with students participating in the APPIC Match are requested to ensure that their students understand and adhere to these policies.
 - d. Violations of APPIC Match Policies or Match Agreements by applicants or programs may result in sanctions by APPIC (e.g., being barred from future Matches) or legal action by other Match participants. In addition, violations by applicants may result in disciplinary action by the applicants' graduate and/or internship programs.
2. **Internship programs must offer all of their internship positions through the APPIC Match.**
3. **Participants in the APPIC Match, including applicants and internship programs, may not communicate, solicit, accept, or use any ranking-related information prior to the release of the Match results.**
 - a. Internship programs must include the following statement on their web sites and in their brochures: "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."
 - b. Prior to the release of the APPIC Match results, internship programs may choose to inform applicants as to whether or not the applicants remain under consideration for admission (e.g., whether or not the applicants will be ranked) but may not communicate any other ranking information. The spirit of this item precludes any communication of rankings prior to the release of the APPIC Match results, however "veiled" or indirect such communication might be. However, sites and applicants are allowed to communicate about matters that do not involve the sharing of ranking information.
 - c. Internship programs and applicants may never solicit information regarding applicants' and programs' rankings, even after the release of the Match results.

- d. Internship sites that offer more than one program in the APPIC Match (i.e., sites with more than one program code number) are expected to ask applicants to identify the site's programs to which they are applying. In addition, these sites may, for the sole purpose of arranging interviews, ask applicants to designate their preferences regarding the programs at the site for which they wish to be interviewed. These sites may request interview preference information only when it is essential for making interview arrangements, and such information may not be used for any other purpose in the selection process. Furthermore, these sites may not solicit any information about applicants' final rankings of programs. Sites requesting interview preferences must state clearly in their written materials that these preferences will be used for arranging interviews only and for no other purpose.
 - e. Any ranking information that is communicated between applicants and internship programs, even though such communication is a violation of these policies, is non-binding and may be changed at any time prior to the Rank Order List submission deadline. The only binding rankings are the confidential Rank Order Lists that are submitted to the APPIC Match.
 - f. Internship programs may choose to provide applicants with information about the size of the applicant pool.
 - g. Internship programs that conduct on-site or telephone interviews must make a reasonable effort to notify every applicant who submits a complete set of application materials as to his/her interview status. Such notification must occur no later than the interview notification date that appears in the program's APPIC Directory Online listing and/or other publicity materials, and may be communicated via e-mail, telephone, regular mail (to be received no later than the interview notification date), or other means. Sites that conduct open houses to which all applicants are invited and conduct no other interviews are exempt from this requirement (this process should be clearly stated in the APPIC Directory Online and/or sites' publicity materials).
4. **Results of the APPIC Match constitute binding agreements between applicants, internship programs, and APPIC that may not be reversed without APPIC's consent.**
- a. Appointments of applicants to internship positions may be contingent upon the applicants satisfying certain eligibility requirements. Such eligibility requirements must be clearly specified in the internship programs' written materials and provided to applicants in advance of the APPIC Match.
 - b. Internship training directors are encouraged to contact matched applicants by telephone as soon as possible after 11:00 am Eastern Standard Time on APPIC Match Day.
 - c. It is not necessary for internship training directors to contact applicants with whom they have not been matched.
5. **Internship training directors must put in writing their appointment agreements with matched applicants in letters postmarked no later than 72 hours following receipt of the APPIC Match results.**

- a. Letters must be addressed to the applicants and must include confirmation of conditions of the appointment, such as stipend, fringe benefits, and the dates on which the internship begins and ends.
 - b. Copies of these appointment letters must be sent simultaneously to applicants' academic training directors.
6. **Internship programs that receive their APPIC Match results and have one or more positions left unfilled may then make other direct offers of admission (verbal or written) to applicants who remain unmatched or to applicants who did not participate in the Match. Applicants who receive their APPIC Match results and who remain unmatched may then receive other direct offers of admission.**
 - a. Failure to receive timely notification of the APPIC Match results, for any reason, does **not** constitute a release from the Match.
 - b. Internship programs may not take any actions to fill open positions prior to 11:00 a.m. Eastern Standard Time on APPIC Match Day. Applicants who remain unmatched, along with other individuals acting on their behalf (e.g., doctoral program faculty), may not contact internship programs about unfilled positions prior to 11:00 am Eastern Standard Time on APPIC Match Day.
 - c. Prior to making offers to fill open positions, internship training directors must verify with applicants, to the best of their abilities, that the applicants have not previously been matched to other internship programs nor accepted other offers.
 - d. Applicants may not accept an offer if they have been matched or have already accepted an offer from another internship program.
 - e. An offer (verbal or written) that has been tendered by an internship program and accepted by an applicant constitutes a binding agreement between the program, the applicant, and APPIC that may not be reversed without APPIC's consent.
 - f. The internship training director must put in writing the appointment agreement with the applicant in a letter postmarked no later than 72 hours following acceptance of the offer by the applicant, as described in paragraphs 5a and 5b above.
7. **Individuals who perceive violations of these policies are urged to request compliance with APPIC policies from the appropriate party (parties).**
 - a. Unresolved compliance problems should be resolved informally, whenever possible, through consultation among applicants, internship training directors, academic training directors, and/or APPIC, or by other informal means. APPIC sponsors an "Informal Problem Resolution" process (described on the APPIC web site) that is recommended for use in addressing these issues.
 - b. Internship training directors who become aware of violations of these policies by other internship training directors should (a) urge the affected applicants and academic training directors to follow the informal resolution procedures described above, (b) directly contact the other internship training directors, and/or (c) use the APPIC "Informal Problem Resolution" process.

- c. Perceived violations of APPIC Policies and/or the Match Agreement that are not resolved through the APPIC "Informal Problem Resolution" process may be reported as a formal complaint to the APPIC Standards and Review Committee (ASARC).
8. **If a formal complaint is filed with APPIC regarding an alleged violation of these policies, the APPIC Standards and Review Committee (ASARC) will evaluate the allegations and recommend an appropriate course of action to the APPIC Board of Directors. The APPIC Board of Directors is the body that ultimately determines the course of action. ASARC policies are described on the APPIC web site. Violations of APPIC policies should be reported to:**

**Chair, APPIC Standards and Review Committee
10 G Street, N.E.
Suite 440
Washington, DC 20002
(202) 589-0600**

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NOTE: APPIC members, and non-APPIC members who participate in the Match, may reprint the APPIC Match Policies in their program materials and brochures by stating "Reprinted with permission