



BEHAVIORAL
HEALTH & RECOVERY
SERVICES

PSYCHOLOGY INTERNSHIP

Brochure 2020/2021



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



www.KernBHRS.org

**The KernBHRS Psychology Internship Program is Accredited, on Contingency by
The Commission on Accreditation of the American Psychological Association.**

**Questions related to the program's accredited status should be directed to the
Commission on Accreditation:**

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

Kern Behavioral Health & Recovery Services

PSYCHOLOGY INTERNSHIP

The Kern Behavioral Health & Recovery Services Psychology Internship Program (Internship Program) is directed and sponsored by Kern Behavioral Health & Recovery Services (KernBHRS) in Bakersfield, California. Bakersfield is located in California's Central Valley, and only two hours north of the greater Los Angeles area. According to 2017 United States Census, the population in Kern County is 893,119; with a demographic breakdown of approximately, 53.4% Latino, 34% Caucasian, 6.2% African American, and 6.4% Other.

KernBHRS is a large progressive public mental health agency whose target population is underserved individuals and families who are of primarily lower Socio-Economic Status (SES). KernBHRS serves diverse individuals of all ages, and has developed, and continues to develop, innovative treatment programs, and thus, psychology interns are able to gain a wide variety of training and clinical experiences.

PHILOSOPHY

MISSION

The mission of Kern Behavioral Health & Recovery Services Psychology Internship is to train and prepare future Psychologists who will remain life-long learners, value ethical practice, and help instill hope and a belief in recovery within the individuals and families they serve.

GOALS

- To develop and refine skills in psychological assessment
- To develop enhanced diagnostic and clinical intervention skills
- To develop sensitivity to, and a greater appreciation for, human diversity
- To develop clinical consultation skills and establish positive interdisciplinary relationships
- To refine ethical, legal, and public policy knowledge as it pertains to the field of psychology
- To further strengthen scientific foundations and clinical research skills
- To develop and refine abilities to conduct clinical supervision
- To facilitate individual professional development as a (future) Psychologist

TRAINING MODEL

The term practitioner-scholar best describes our training model at the KernBHRS Psychology Internship program. The primary focus of the program is to prepare Interns for professional practice in psychology, via on-going clinical training experiences, weekly didactics, and through the promotion of scholarly inquiry. The internship program utilizes a developmental sequence of experiential training, which promotes Intern growth by building upon the fundamentals of psychological practice and scholarly knowledge. Progressively throughout the year, the clinical training experiences increase in complexity and have a greater emphasis on the integration of learning and applied clinical skills. Providing an experiential training curriculum that is graded in its complexity, helps to facilitate intern competence as promoted by Association of Psychology Postdoctoral and Internship Centers APPIC, the American Psychological Association (APA), and the California Board of Psychology.

Program competencies have been developed based on the American Psychology Association Profession-Wide Competencies. Interns develop and refine competencies in psychological assessment, diagnosis, clinical intervention, professional development, appreciation for human diversity, consultation, interdisciplinary relationships, supervision, ethics,

law, public policy, and scientific foundations and research.

The practice of psychology requires continued professional development and the ability integrate theory and research into clinical work in meaningful ways. This includes keeping current with the professional literature on new developments in the field and changing one's practice as indicated. The Internship provides interns with skills and tools to continue their education throughout the career and are teaches the importance of becoming lifelong learners.

The Psychology Internship program provides interns a broad range of clinical experiences that build their skills in a variety of outpatient settings, supplemented by weekly didactics covering topics that extend beyond those covered at the interns' rotation site. Interns are expected to build upon and refine previously acquired skills and to learn new skills throughout the internship year as they operate with an increasing level of autonomy.

Psychologists trained within the practitioner-scholar most often establish careers in both private and public sectors such as: community agencies, colleges and universities, hospitals and clinics, and within corporate or private practice settings. Additionally, there are opportunities to teach in higher educational institutions, design community outreach/intervention programs, conduct programmatic evaluations, and serve as mediators and consultants in a variety of contexts.

GOVERNANCE

The Internship program consists of the Training Director, support staff, and Rotation Supervisors at the different rotation sites. The Training Director is the administrative lead and acts as the internship liaison with the sponsoring agency, Kern Behavioral Health & Recovery Services.

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

TRAINING DIRECTOR

Joy Quiton-Buaya, Psy.D.

Kern Behavioral Health & Recovery Services (KernBHRS)
Department Supports Division Administrator
Cultural Competence/Ethnic Services Manager



ROTATION SUPERVISORS



Madeleine Lorelei, Psy.D.
KernBHRS
Children, Adolescents, &
Families (CAF)/Foster Care Services



Amanda L. Carr, Psy.D.
KernBHRS
Forensic Services



Sybille Blickhan, Psy.D.
Kern County Probation Department-
Crossroads Facility/
Phoenix House Counseling

INTERN SELECTION POLICY AND PROCEDURE

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

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

PROCESS:**REVIEW OF APPLICATION MATERIALS**

Each application submitted to the KernBHRS Psychology Internship program is reviewed for such information as dissertation progress, academic achievement, motivation, interdisciplinary skills, and practicum experience. Each application is also reviewed to compare the applicants overall training goals with the program's training opportunities, to ensure goodness-of-fit and help promote the successful completion of the internship. The Training Director and Rotation Supervisors review each application package using a standardized scoring criterion outlined in the Psychology Intern Application Review Form.

SCORING CRITERIA

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

compatible with our program.

9. The applicant's motivation is clearly evident as expressed in the letters of recommendation.

The quality of the letters of recommendation will influence the applicant's final score.

10. The applicant's positive interdisciplinary skills are supported by the letters of recommendation.

The quality of the letters of recommendation will influence the applicant's final score.

11. The applicant's learning interests correspond to the program training offerings as expressed in the letter of interest.

The program will rate how closely the applicant's training interests correspond to the program's strengths.

CANDIDATE INTERVIEW PROCESS

The applicant is notified whether they are selected for interview.

All on-site interviews are scheduled with the Intern Selection Committee, which is composed of the Training Director and Rotation Supervisors. A discussion panel takes place with all the candidates and the Intern Selection Committee concerning program and KernBHRS information. In the second part of the interview session, each candidate has the opportunity to meet with the Rotation Supervisor of his or her choice for an individual interview and to learn more about the rotation. In this interview the Rotation Supervisors ask candidates a standard set of questions and use APPIC and County guidelines. Current and former interns also participate in the interview process to field any questions and to provide unique perspectives regarding the internship experience.

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

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

CANDIDATE RANKING PROCESS

The Rotation Supervisors use the Applicant Rating Form to submit their candidate rankings to the Training Director. The Training Director may consult with the supervisors before submitting the ranking to APPIC, however relies primarily on the supervisor's ranking.

CONFIRMATION LETTERS

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

FUNDING AND REQUIREMENTS FOR COMPLETING INTERNSHIP POLICIES

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

The Internship begins on or about August 1, 2020 and extends for 12 months. The Internship has a total of four (4) internship positions. All interns are contract employees of KernBHRS.

Criteria for Successful Completion of Internship:

1. Complete a 52-week/full-time internship, during which the intern accrues and logs a minimum of 1,800 hours worked. The number of absences during the internship year should not exceed 20 days, unless excused for medical reasons or maternity leave.

2. Weekly participation in clinical supervision representing a minimum of 10% of time worked, as specified by the California Board of Psychology.
3. Completion of all clinical work and appropriate documentation as assigned by Rotation Supervisors.
4. Earn satisfactory ratings on The Intern Quarterly Evaluation, completed by the primary Rotation Supervisor(s) and reviewed/approved by the Training Director.
5. Outcomes are measured using the Intern Quarterly Evaluation form through direct observation, video, audio, supervisory discussions, review of written reports, and feedback from others. The minimum threshold is a 90% rating on the Evaluation of the Intern form on the competencies assessed for this goal at the 3rd through 4th quarter of the internship with no remedial needs.

FINANCIAL AND ADMINISTRATIVE ASSISTANCE

POLICY

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

STIPEND AND BENEFITS

Interns earn \$20.31 per hour, which totals to a maximum of \$42,387 per year. Interns are eligible to accrue up to six days of paid sick leave per year. Interns are also eligible for medical, dental and/or vision care insurance in accordance with Kern County's Health Benefits Eligibility policy. Interns shall be required to pay, by payroll deduction, twenty percent (20%) of the insurance premiums for elective health benefits during their internship year. KernBHRS observes eleven (11) holidays per year, in which the offices are closed, and interns are unpaid. Interns will receive their regular pay while attending trainings supported by the Internship program. Interns will not be financially compensated while attending trainings outside of those sanctioned by the program. Additionally, interns may take unpaid leave for business relating to their dissertation, or if they exceed available sick leave accruals at any given time.

While Kern Behavioral Health & Recovery Services does not offer a formal post-doctoral traineeship at this time, there are opportunities for employment following internship. KernBHRS full-time, permanent, clinical staff have the opportunity to apply for the National Health Service Corps (NHSC) Loan Repayment Program; this program is administered through the Health Resources & Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS). NHSC Loan Repayment funds are exempt from federal income and employment taxes. These funds are not included as wages when determining benefits under the Social Security Act. KernBHRS is also a qualifying employer for the Public Service Loan Forgiveness (PSLF) Program; this program is administered through the U.S. Department of Education. The PSLF Program forgives the remaining balance of Direct Loans after one year of qualifying monthly payments.

INSURANCE REQUIREMENTS

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

ADMINISTRATIVE ASSISTANCE

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

KernBHRS Information Technology team. Interns receive technical support for the electronic record system from the KernBHRS Electronic Medical Record team.

TRAINING PROGRAM

KernBHRS supports a 12-month full-time Psychology Internship program. To provide a greater breadth of doctoral level training, experience, and clinical supervision, interns are placed at two half-time rotations which run concurrently for the year.

All rotation sites are listed in the Training Rotations section of this brochure. To maintain quality and consistency of training between rotations, the KernBHRS Training Director approves all rotations, and verifies each site abides by the standards and practices as required by APPIC and the California Board of Psychology.

ORIENTATION

The internship year begins with a general orientation that consists of an overview of all sites, meeting with the Training Director, gaining information on KernBHRS policies and benefits, and receiving a description of the available training experiences and a schedule of the year's activities. Interns will have access to electronic copies of KernBHRS policies and procedures. These policies and procedures orient interns on procedures for travel, background checks, fingerprinting, drug testing for employment, hours of work, grievances, etc. Interns will also be scheduled to attend the KernBHRS New Employee Orientation within 60 days of hire. Additionally, as interns, onboards, they attend the New Employee Core Academy Trainings, which provide them and overview and fundamental knowledge and training on various clinical and administrative topics related to KernBHRS department.

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

TRAINING PRINCIPLES

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

- Assignment of the initial caseload or clinical activity is contingent upon the intern's current experience level.
- Intensive supervision of case activity is expected.
- In the psychological assessment areas, interns, depending upon their degree of experience, first may review or learn the administration, scoring, and interpretation of different assessment instruments (Please see page 13 and 16 for description of instruments to be used). Initially, the interns' administration, scoring, interpretation, and report writing will occur under close supervision by either the Rotation supervisor or other assigned supervisors. Once a reasonable level of competency is established, the interns work more independently but continue to be supervised throughout the rotation.
- Consultation activities generally first involve the interns acting as co-consultants with a Rotation Supervisor or under close supervision. As their competence increases, their autonomy increases until they consult independently.
- Interns, as a group, participate in weekly didactic training, and other events that include such formats as case conferences, presentations on clinical and professional issues and seminars. Additionally, regular in-service educational opportunities are available to all interns. Administrative meetings, case conferences, and intake conferences are available. Meetings where interns share information among them or consult with the Training Director or other psychologists are available as additional forums for learning and professional development.
- Each intern spends at least 25% of his or her time in direct psychological service to clients and receives at least two hours of individual supervision and two hours of group supervision per week.
- Expected core competencies and the method of evaluation are explained to interns.

Although research is not a major emphasis of this internship, interns have opportunities to become involved with applied clinical research and program evaluation studies.

INFORMED CONSENT FOR TREATMENT

As Interns will maintain a client caseload during their internship year, Interns will inform the clients of their pre-licensed status, provide the name and contact number for the clinical supervisor under whose license the intern is operating, and request each client sign an informed consent for treatment acknowledging he/she is receiving mental health services by a psychology intern who is under the supervision of a licensed psychologist. This specific consent allows communication between the psychology intern, the clinical supervisor, and the treatment team, for the purpose of case consultation, clinical oversight, and facilitating the learning experience of the intern.

DIDACTIC TRAINING

Interns will attend a weekly two-hour didactic presentation as part of the Internship Program's training experience. Occasionally, in lieu of the 2-hour didactic, interns will attend lengthier (full- or half-day) agency-sponsored trainings to enhance their knowledge in some aspect of psychology and/or laws and ethics. KernBHRS' Internship Program's didactic calendar of training has been designed so interns are provided trainings of developmental framework to facilitate clinical and professional growth. Content, coordination, and scheduling of didactic trainings is overseen and discussed on a regular basis by those involved with Internship governance; and considering input from the interns.

Interns are expected to attend a series of Core Curriculum seminars, as well as all rotation-specific in-service training activities at their sites. The Core Curriculum series include: Mental Health Administration, Laws and Ethics, Dialectical Behavior Therapy (DBT), Psychopharmacology, Crisis Intervention, Inpatient Psychiatry, Risk Assessment, Substance Use Disorders and Cultural Competence.

Didactic presenters educate interns about a variety of topics pertinent to the practice of clinical psychology, including such topics as: treatment of children, specialty populations, neuropsychology, malingering, and sexual trauma. Practical topics are chosen to help broaden the intern's exposure to therapeutic techniques and clinical interventions, and opportunities for interns to interact with mental health professionals in the greater Bakersfield community.

It is the expectation that Psychology Interns are punctual to, and fully attend, the didactic trainings scheduled each week. The intern's site supervisor and Training Director should be notified prior to any justifiable absence to be considered an "excused" absence. Interns may be excused from two didactics during the year; however, if absent for a core curriculum training, interns will be expected to attend an alternate training or complete another assignment as identified by the Training Director.

INTERN FORMAL CASE PRESENTATION

As a requirement for successful completion of the Psychology Internship Program, each intern is expected to formulate and professionally present a clinical case conceptualization on a client of his/her choice. The Interns can choose to present on a client for which they provided the psychological testing, or that they have been serving as the primary treating clinician. Incoming Interns are provided an Internship Program binder, which includes guidelines for the clinical case conceptualization presentation, as well as the specific scoring rubric by which presentations will be evaluated. Interns are supported through the presentation process by the clinical supervisors and are given opportunities for practicing their presentations and securing feedback within both individual supervision and clinical group formats. In preparation for the professional presentation, Interns are expected to review current literature and cite relevant research applicable to their specific clients' diagnoses, chosen theoretical orientations, treatment interventions, and/or for the purposes of providing future treatment recommendations. Interns should develop a strong working knowledge of their case conceptualization and be able to discuss the rationale for their interventions based on sound psychological principles. The clinical supervisors, the Training Director, and intern peers (when available) attend these presentations to provide support for the intern and to help facilitate an active question and answer session following each presentation. The Clinical Case Conceptualization Presentations are graded according to the guidelines and rubric provided at the outset of the Internship year.

PROFESSIONAL DEVELOPMENT GROUP

An additional support for the Interns is provided via the weekly Professional Development Group; facilitated by a licensed psychologist, outside of KernBHRS staff, selected by the Training Director. The multi-faceted purpose of this group is to foster the integration of personal and professional growth; facilitate genuinely supportive peer relationships; and to expose Interns to new perspectives related to the roles of a practicing psychologist. As the group facilitator is not a staff member of KernBHRS, interns can expect confidentiality and the absence of dual role conflicts. Former interns have provided feedback that this group was a unique opportunity and an important support which enhanced their internship experience.

OTHER TRAININGS

As opportunities arise, the Training Director and/or clinical supervisors may suggest interns attend additional trainings during their internship year. The Training Director or applicable supervisor will arrange the registration and travel for these trainings.

TRAVEL

Mileage, lodging, or other travel expenses will not be reimbursed to Interns unless authorized by the Training Director or immediate supervisor in advance. Mileage reimbursement may be provided to interns for additionally required travel, such as when necessitated by attending off-site didactic trainings. **Interns must obtain and maintain a valid California State Driver's License and provide this required documentation before being authorized to drive a vehicle provided by KernBHRS.**

SUPERVISION

Individual Clinical Supervision: Interns receive regularly scheduled supervision for a minimum of two hours per week from their primary clinical supervisor who is a licensed psychologist. The function of the primary clinical supervisor includes but is not limited to providing appropriate teaching and/or training to interns for the enhancement of clinical skills; monitoring overall intern performance and clinical work with clientele; and timely provision of clinical feedback to promote intern's professional growth and development. Quarterly, intern progress is formally reviewed, and training goals and objectives are established. Goals and objectives are based on both an intern's strengths and areas identified for improvement and give consideration to each rotation site's opportunities.

Group Supervision: Interns are provided two hours per week of clinical group supervision. In supervision group, interns are afforded an opportunity to clinically consult with intern peers and more advanced clinicians. Group members dialogue regarding legal and ethical considerations; self-reflections, transference and countertransference; psychological testing and differential diagnoses; treatment boundaries and dual relationships; professional responsibility and conduct as a future psychologist, and other pertinent subjects. For part of the group, interns present clinical case conceptualizations and research-based presentations for the clinical enhancement of the group.

Board of Psychology Supervision Agreement: Clinical Supervisors use the Supervision Agreement form as specified by the California Board of Psychology; and ensure themselves, all delegated supervisors (if applicable), and the Intern supervisees, abide by the content of the agreement for the duration of supervision.

LEAVE OF ABSENCE: As the internship is a 12-month contract position, a Leave of Absence (LOA) would not normally be granted; however, if unforeseen circumstances necessitate such a leave, a LOA may be granted for a reasonable period of time [up to two months]. Any request for a Leave of Absence will be considered by the Training Director on an individual basis, and a determination will be based on the Intern's progression into the internship year, overall performance, reason for the request, and considering the anticipated impact the LOA will have on the rotation sites at which they train. Requests must be submitted in writing to the Training Director in conjunction with the rotation's clinical supervisor.

FLEX TIME HOURS POLICY AND PROCEDURE

This policy is to clarify the utilization of flex time due to an absence from work and/or for making up hours for holidays

during which the agency will be closed. The Internship program recommends the following guidelines:

1. Each rotation is independent, and as such, requests for scheduling make-up hours must be negotiated only with the supervisors overseeing the specific rotation you wish to modify.
2. Requests to make up lost hours must be approved by the supervisor, requested in writing, and planned in advance.
3. Requests should include the dates and times the make-up hours are to be worked and duties to be performed.
4. Make-up hours are to occur in the same week in which the work week hours are reduced due to the intern absence and/or holidays.
5. These make-up hours should be completed during normal business hours when clients are being seen, and/or when regular duties (not involving clientele) can be performed.
6. Overtime hours need to be approved in advance by the supervisor.

GRIEVANCE POLICY AND PROCEDURE

INFORMAL GRIEVANCES:

Intern Responsibilities: The basic assumption of this policy is that most problems are best resolved through face-to-face interaction between intern and supervisor. Interns are encouraged to discuss any problems directly with the respective supervisor. Also, interns may utilize the grievance procedure to address any and all complaints that may arise during the training year including, but not limited to, complaints regarding harassment, evaluations, supervision, and all other complaints.

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

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

FORMAL GRIEVANCES

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

Staff Responsibilities:

1. If the intern initiates a formal written grievance, the Intern Progress Committee (the intern's clinical supervisors) will plan a meeting to review the grievance and decide on a course of action.
2. The intern will be informed that such a review is occurring and given the opportunity to provide the committee with any information regarding his or her grievance.
3. Based upon review of the intern's grievance, feedback from the intern, and a review of relevant information, the Intern Progress Committee will determine the best course of action for the intern's training program. The Internship Progress Committee could decide to take no further action, make changes in the intern's internship training program, or request that the Intern Appeals Committee address the grievance.
4. The intern will be informed in writing of the Internship Progress Committee's decision and asked to indicate whether

he or she accepts or challenges the action. If the intern accepts the decision, implementation of the decision will occur, and the intern's University Clinical Psychology Department will be informed in writing.

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

Any complaints that are received in which it is determined that the complaint requires the involvement of the KernBHRS Human Resources department, will be forwarded to the department, and all appropriate steps will be followed in accordance with the KernBHRS Staff Resolution Policy 3.1.10.

SEXUAL HARASSMENT

KernBHRS is committed to providing interns with a supportive work environment free from harassment; as such, training sites should be free of sexual, racial, religious or other unlawful forms of harassment, and will take all reasonable steps to prevent harassment from occurring. The KernBHRS Psychology Internship Program finds sexual misconduct and/or all forms of harassment unacceptable, and the agency will not tolerate such conduct on the part of any employee, intern, or other individual.

PERFORMANCE EVALUATIONS POLICY AND PROCEDURE

PROGRAM EXPECTATIONS:

The Internship is designed to be a vital component of the future psychologist's clinical, educational, and experiential training. To promote the successful completion of the Psychology Internship Program, each intern will be evaluated on a regular basis and be provided with feedback, support, and remediation as needed. Continuous evaluation of the intern's growth will be focused in the following three major evaluation categories:

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

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

To promote the intern's successful completion of the program, the Internship will work closely with each intern to become proficient in the core competencies established by the APA. The internship program will also:

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

INTERNSHIP EVALUATION PROCESS

Evaluation of intern progress will be ongoing and integrated into weekly individual and group supervisions. Additionally, a formal evaluation of intern progress, addressing areas of strength, areas in need of improvement, performance regarding

core competencies, and overall goals for training will be conducted quarterly. The formal intern evaluations may be produced more frequently if the Supervisor and Training Director determine it would be in the intern's best interest.

For Quarterly evaluations, supervisors will use the Psychology Internship Program Evaluation Form as a framework for discussion and provision of feedback. The quarterly evaluations will generally be conducted by the intern's primary clinical supervisor(s) but may include input from the Training Director. The evaluation process will be conducted on a collaborative basis allowing each intern the opportunity to respond orally and in writing to any aspect of the evaluation. Upon completion of the evaluation and feedback, the intern will receive a written copy of the evaluation.

PROBLEM AREAS IDENTIFIED DURING THE EVALUATION PROCESS

When, at any evaluation, the intern receives an unsatisfactory rating by a clinical supervisor in at least one of the 16 core competency areas, the following actions will be taken:

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

If an intern does not make adequate improvement within the next quarter, the Intern Progress Committee could initiate intern probation, or choose to continue an existing probationary period. On a case-by-case basis, the Committee may suspend the intern's work activities and recommend to the Training Director that the intern not successfully complete the internship if intern performance or behaviors do not improve, and/or could recommend to the Training Director that the intern be terminated from the program.

INTERN APPEAL PROCEDURES

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

If the intern challenges the decision, the Intern Appeals Committee will be convened, comprised of the Psychology Internship Committee minus the Training Director. Other previously directly involved staff may also be included in the committee, if they are relevant to the situation. The Intern Appeals Committee will select its own chairperson. The Intern Appeals Committee will investigate the concern and communicate with all involved parties prior to reaching a decision. The committee will then render a decision in the form of a recommendation to the Training Director. The Training Director will make the final decision and will communicate it in writing to the intern and the intern's University Clinical Psychology Department.

IMPLEMENTATION OF INTERNSHIP COMMITTEE RECOMMENDATIONS

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

TRAINING ROTATIONS

All interns will undergo fingerprinting and background checks. Failure to pass the required background check will be detrimental to internship placement.

All rotations are supervised by licensed psychologists.

FORENSIC ADULT & FOSTER CARE ROTATION:

PROGRAM CODE NUMBER: 200911

This rotation will divide an intern's week between the Forensic Services Team and the Foster Care Services Team, for the duration of the year.

Forensic Services Team: This rotation is housed at an outpatient multi-disciplinary treatment building in which the intern will consult and collaborate with licensed psychologists, pre-licensed psychologists, psychiatrists, nurses, Master's level therapists, case management staff, and other office staff. Forensic interns gain training and experience working with legally involved individuals and will provide services at local correctional facilities and/or on an outpatient treatment basis. Forensic interns will conduct court-ordered competency placement evaluations, pursuant to Penal Code 1370 and 1370.01, respectively. Interns will have opportunities to shadow and/or conduct additional types of court-ordered evaluations, including those related to sex offender amenability to outpatient treatment (PC288.1); Competency Restoration (PC 1372); and Conservatorship (WIC 5361). Forensic interns will provide restoration to trial competence training for Misdemeanants found incompetent to stand trial by the courts, and may provide individual, couples, or family therapy. Interns may co-facilitate treatment or skills-based groups depending on intern goals and group co-facilitator availability. Forensic interns will gain experience developing appropriate test batteries; administering, scoring, and interpreting all relevant test instruments; and producing professionally written integrative reports. The majority of the psychological testing referrals focus on issues related to malingering, differential diagnosis, intellectual/cognitive functioning, and requests for treatment recommendations. Interns have access to the latest versions of cognitive, objective, projective, and other (specialty) tests and screeners at this rotation. Specialty tests include, but are not limited to: ECST-R, HCR-20 Version 3, M-FAST, R-BANS, and others.

Foster Care Team: The Foster Care Team serves approximately 300 diverse foster youths (and their families and/or support systems) aged 0-18 who resides in Kern County, receiving Medi-Cal, and meets criteria for an included diagnosis in the DSM-V. This team is designed to assist the foster youths and their families to achieve goals related to psychological or social functioning, self-esteem, coping abilities, or external vocational, educational, or social opportunities. Interns on this rotation will receive assessment and intervention experiences with child and adolescent foster youth under the supervision of a child psychologist. Interns will work within a multidisciplinary team that includes, but not limited to psychiatrists, nurse practitioners, psychologists, psychiatric nurses, LMFTs and LCSWs. This team also serves as a training site for the UCLA-Kern Psychiatric Residency and Child Psychiatry Fellowship programs; interns, residents and fellows receive training alongside each other. The team provides crisis intervention, assessment, treatment planning, and outpatient treatment services to foster youth as well as foster families and birth families. Treatment models include Trauma Informed Care approaches, Trauma Focused CBT, Treatment Foster Care and Functional Family Therapy approach. Interns serve youth in a variety of settings including emergency shelter, school settings, family homes and in-office and commonly interact with professionals working in these settings.

FORENSIC ADULT & ADOLESCENT EMPHASIS ROTATION

PROGRAM CODE NUMBER: 200912

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

Forensic Services Team: This rotation is housed at an outpatient multi-disciplinary treatment building in which the intern will consult and collaborate with licensed psychologists, pre-licensed psychologists, psychiatrists, nurses, Master's level therapists, case management staff, and other office staff. Forensic interns gain training and experience working with legally involved individuals and will provide services at local correctional facilities and/or on an outpatient treatment basis. Forensic interns will conduct court-ordered competency placement evaluations, pursuant to Penal Code 1370 and 1370.01, respectively. Interns will have opportunities to shadow and/or conduct additional types of court-ordered evaluations, including those related to sex offender amenability to outpatient treatment (PC288.1); Competency Restoration (PC 1372); and Conservatorship (WIC 5361). Forensic interns will provide restoration to trial competence training for Misdemeanants found incompetent to stand trial by the courts, and may provide individual, couples, or family therapy. Interns may co-facilitate treatment or skills-based groups depending on intern goals and group co-facilitator availability. Forensic interns will gain experience developing appropriate test batteries; administering, scoring, and interpreting all relevant test instruments; and producing professionally written integrative reports. The majority of the psychological testing referrals focus on issues related to malingering, differential diagnosis, intellectual/cognitive functioning, and requests for treatment recommendations. Interns have access to the latest versions of cognitive, objective, projective, and other (specialty) tests and screeners at this rotation. Specialty tests include, but are not limited to: ECST-R, HCR-20 Version 3, M-FAST, R-BANS, and others.

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

FORENSIC ADULT & CHILDREN, ADOLESCENTS, AND FAMILIES (CAF) ROTATION:

PROGRAM CODE NUMBER: 200913

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

Forensic Services Team: This rotation is housed at an outpatient multi-disciplinary treatment building in which the intern will consult and collaborate with licensed psychologists, pre-licensed psychologists, psychiatrists, nurses, Master's level therapists, case management staff, and other office staff. Forensic interns gain training and experience working with legally involved individuals and will provide services at local correctional facilities and/or on an outpatient treatment basis. Forensic interns will conduct court-ordered competency placement evaluations, pursuant to Penal Code 1370 and 1370.01, respectively. Interns will have opportunities to shadow and/or conduct additional types of court-ordered evaluations, including those related to sex offender amenability to outpatient treatment (PC288.1); Competency Restoration (PC 1372); and Conservatorship (WIC 5361). Forensic interns will provide restoration to trial competence training for Misdemeanants found incompetent to stand trial by the courts, and may provide individual, couples, or family therapy. Interns may co-facilitate treatment or skills-based groups depending on intern goals and group co-facilitator availability. Forensic interns will gain experience developing appropriate test batteries; administering, scoring, and interpreting all relevant test instruments; and producing professionally written integrative reports. A majority of the psychological testing referrals focus on issues related to malingering, differential diagnosis, intellectual/cognitive functioning, and requests for treatment recommendations. Interns have access to the latest versions of cognitive, objective, projective, and other (specialty) tests and screeners at this rotation. Specialty tests include, but are not limited to: ECST-R, HCR-20 Version 3, M-FAST, R-BANS, and others.

Children, Adolescents, and Families Rotation: The Children, Adolescent, and Families (CAF) rotation is within the East Bakersfield Children's team; these teams serve youths and their families who require outpatient mental health services. The CAF rotation offers a variety of service modalities (case management, rehabilitation services, individual, family, and group therapies, socials skills groups, psychiatric services, psychological testing, Therapeutic Behavioral Services, Functional Family Therapy approach, Dialectic Behavior Therapy, and Aggression Replacement Training) designed to assist the individual/family in achieving goals related to psychological or social functioning, self-esteem, coping abilities, and external vocational, educational, or social opportunities. This site also offers the opportunity to work within the Juveniles Who Sexually Offend (JWSO) Program. The JWSO Program was created to treat and support the youth who have been adjudicated for or engaged in sexual offending behavior. It was developed using Evidence Based research and incorporates curriculum that has been tested and shown to provide positive outcomes in the form of reduced risk of sexually inappropriate reoffending.

Doctoral interns will be provided the opportunity to complete a minimum of three psychological batteries during their tenure with the CAF rotation. Typical referral questions include the assessment of cognitive functioning, assessment of Autism Spectrum Disorders, determination of differential diagnosis, diagnostic clarification, treatment recommendations, and assessment of neurological functioning. Currently, the East Bakersfield Children's teams have a wide array of psychological tests from which to design a battery. The tests include but are not limited to: WASI, WISC-IV, WPPSI, WIAT, TONI-3, C-TONI, Bender-Gestalt, Beery, CAT, RAT, Rotter Sentence Completion, Rorschach, TOVA, APS-SF, MMPI-A, PIC-2, WRAT-4, PPVT, ADOS, Vineland-II, Beck Inventories, Conners' Rating Scales, ADHD Rating Scale, SCL-90R, SCID-I, SCID-II, Bayley, and NEPSY.

CHILDREN, ADOLESCENTS, AND FAMILIES (CAF) and ADOLESCENT EMPHASIS ROTATION:
PROGRAM CODE NUMBER: 200914

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

Children, Adolescents, and Families Rotation: The Children, Adolescent, and Families (CAF) rotation is within the East Bakersfield Children's team; these teams serve youths and their families who require outpatient mental health services. The CAF rotation offers a variety of service modalities (case management, rehabilitation services, individual, family, and group therapies, socials skills groups, psychiatric services, psychological testing, Therapeutic Behavioral Services, Functional Family Therapy approach, Dialectic Behavior Therapy, and Aggression Replacement Training) designed to assist the individual/family in achieving goals related to psychological or social functioning, self-esteem, coping abilities, and external vocational, educational, or social opportunities. This site also offers the opportunity to work within the Juveniles Who Sexually Offend (JWSO) Program. The JWSO Program was created to treat and support the youth who have been adjudicated for or engaged in sexual offending behavior. It was developed using Evidence Based research and incorporates curriculum that has been tested and shown to provide positive outcomes in the form of reduced risk of sexually inappropriate reoffending.

Doctoral interns will be provided the opportunity to complete a minimum of three psychological batteries during their tenure with the CAF rotation. Typical referral questions include the assessment of cognitive functioning, assessment of Autism Spectrum Disorders, determination of differential diagnosis, diagnostic clarification, treatment recommendations, and assessment of neurological functioning. Currently, the East Bakersfield Children's teams have a wide array of psychological tests from which to design a battery. The tests include but are not limited to: WASI, WISC-IV, WPPSI, WIAT, TONI-3, C-TONI, Bender-Gestalt, Beery, CAT, RAT, Rotter Sentence Completion, Rorschach, TOVA, APS-SF, MMPI-A, PIC-2, WRAT-4, PPVT, ADOS, Vineland-II, Beck Inventories, Conner's' Rating Scales, ADHD Rating Scale, SCL-90R, SCID-I, SCID-II, Bayley, and NEPSY.

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

APPLICATION PROCEDURES FOR PSYCHOLOGY INTERNSHIP

Kern Behavioral Health & Recovery Services Psychology Internship Program has the following internship rotations:

APPIC Rotation Code	Rotation Description	Positions Available
200911	Forensic Adult and Foster Care Rotation	1
200912	Forensic Adult and Adolescent Emphasis Rotation	1
200913	Forensic Adult & Children, Adolescents, and Families (CAF) Rotation	1
200914	Children, Adolescents, and Families (CAF) and Adolescent Emphasis Rotation	1

As the Internship year should be focused on clinical training and additional experience, as well as professional growth and development, it is not expected any applicant would have had all relevant experience prior to entering the internship year; and likewise it is not expected an intern be a licensed mental health provider.

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

1. A one-page cover letter, which provides us information about the specific emphasis areas in which you are interested in receiving training and gaining experience. Emphasis areas are described in the section titled **"TRAINING ROTATIONS"** in our brochure. In this letter, provide us with a list for which rotations you are willing to work, and indicate the order of rotation preference (if interested in more than one rotation option).
2. AAPI online application.
3. A current curriculum vitae.
4. Three letters of recommendation which include up-to-date contact information. One recommendation should be provided by your academic advisor, and the other two letters should be from supervisors who have direct knowledge of your clinical experience and performance.

APPLICATION DEADLINE IS NOVEMBER 22, 2019, AT 5:00 P.M. PST.

Please direct specific questions to the following contact:

Joy Quiton-Buaya, Psy.D.

**Training Director, Kern Behavioral Health & Recovery Services Psychology Internship
c/o Kern Behavioral Health & Recovery Services**

P.O. Box 1000, Bakersfield, CA 93302

Phone: (661) 868-7852 | Fax: (661) 868-7853 | E-Mail: jquinton@kernbhhs.org

5/14/2020