



Doctoral Internship in Clinical Psychology

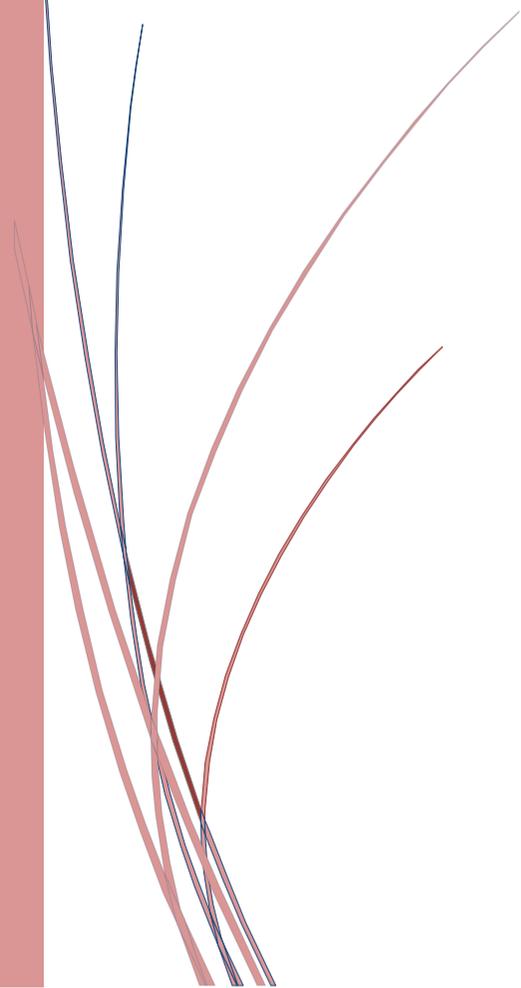


Table of Contents

Description of Facility and Training Program.....	3
About the Region.....	4
Supervisor Profiles.....	4
Program Aims and Values.....	5
Components of Intern Training.....	5
Orientation.....	5
Supervision.....	5
Didactic Seminar.....	6
Assessment and Research Seminar.....	6
Additional Opportunities.....	6
Evaluation.....	6
Successful Completion of the Program.....	7
Internship Logistics and Information.....	7
Application Requirements and Interview Process.....	7
Compensation, Time Off, Hours Worked.....	7
Due Process and Grievance Policies.....	8

Description of the Facility and Training Program

Innova Recovery Center emphasizes trauma-informed care and serves clients throughout the state of Texas and has become a leading trauma treatment center in the US. Our clinical staff comprises approximately 25 providers who offer therapeutic services in person and through telehealth to adults, adolescents, and children. Innova provides outpatient treatment, intensive outpatient groups, a partial hospitalization program, and residential treatment for trauma. Innova has always positioned itself to be a trailblazer, as it was the first telehealth IOP in the state of Texas in 2016. Clinicians provide a wide range of empirically validated trauma treatments including EMDR, DBT, and CPT.

The primary Innova clinical office is located in the North Central area of San Antonio. The intern offices are located at the main clinical office. Intensive outpatient groups are offered virtually and in person at the main office. The partial hospitalization program and residential treatment center are about 7 miles east of the main office. Interns will travel occasionally to the residential treatment center for clinical activities.

Internship represents the final step of a new psychologist's formal academic training and their introduction into the profession. The training year is designed to assist interns in developing scientific and practice skills appropriate to those of a generalist working at the competency of an entry-level psychologist.

Interns are expected to demonstrate the competency of an entry-level psychologist in the following areas:

- Research
- Ethical and legal standards
- Individual and cultural diversity
- Professional values, attitudes, and behaviors
- Communication and interpersonal skills
- Assessment
- Intervention
- Supervision
- Consultation and interprofessional/interdisciplinary skills

There are three primary goals for interns throughout the training experience.

Goal One: To train generalist practitioners in the profession of psychology.

Interns are expected to leave the internship with general skills in both assessment/evaluation and psychotherapy. Assessment is viewed as a broad and ongoing process. It requires the integration of observation and interview data. Developmental and medical data also are considered. The ongoing assessment process continues to guide decisions throughout the treatment process.

Interns participate in an assessment and research seminar. This seminar is used to discuss general skills in the evaluation of clients and delivery of psychotherapy. A session on screening and crisis intervention is taught early in the year.

Throughout the year, interns are expected to spend 24 hours per week in direct service activities. Individual, couple, family, and group modalities are all utilized. In support of this work, interns are expected to prepare for and participate in 3 hours of supervision per week, 2 hours of individual supervision and 1 hour of group supervision. Video recording of some clinical sessions is required. Supervision emphasizes the theoretical and/or empirical bases for selection of interventions with continuing evaluation of the efficacy of treatment. Supervisors also emphasize that ethical and effective treatment planning must consider individual or cultural differences which may influence the client's response to treatment. Weekly case consultation also supports growth in this area. Interns typically co-lead a group with a clinical staff member for at least the first semester. After that, interns conduct groups on their own or with another trainee.

Interns' clinical assessment and intervention skills are periodically formally evaluated in individual and group supervision. In addition supervisors regularly observe interns' work through their case presentations and/or participation in weekly seminars. Feedback is provided to interns in each of these settings in an ongoing, informal way.

Didactic support to enhance clinical skills is provided in topics of clinical, multicultural, and professional issues. Generation and evaluation of clinical hypotheses and discussion of professional literature are integrated into many activities in the training program

Goal Two: To train psychologists to broaden the scope of their services beyond those provided to clients.

Interns are expected to develop the clinical supervision skills required of practicing professional psychologists. Interns supervise a group of master's level counseling trainees during the internship year. Interns are required to video-record some supervisee sessions to review with their group supervisor. These sessions may involve discussion of developmental supervision theory, presentation and discussion of interns' supervision recordings.

Interns are expected to develop competence in basic skills of outreach, psycho-education, and consultation. Interns are expected to generate a training to be offered to the community as a capstone project of their internship year. The topic is selected by the intern, approved by the Training Director, and should be in an area of interest or developing specialty. Interns are supported and trained to develop and present outreach presentations throughout the year if they desire. Interns request written feedback from participants to assist in evaluating the presentations or programs they provide.

Goal Three: To train psychologists to develop and to be guided by their professional identity.

Interns are expected to demonstrate an increasing ability to function as autonomous professionals as they integrate academic learning with the applied experiences of the internship. This includes the ability to function within the standards of the profession and to make decisions consistent with the ethical guidelines of APA. It also requires self-awareness, growing confidence in one's ability to make sound clinical and professional judgments, knowledge and skill when dealing with issues of diversity, and an attitude open to learning. Professional relationships within and outside of Innova Recovery Center are also seen as an important element of this growth area.

Interns participate in individual supervision, group supervision, weekly seminars and case consultation. Interns also schedule a weekly time to meet with each other. There is no set agenda for this meeting. The time could be used to consult about clinical material or issues, or to process their internship experience.

About the Region

San Antonio is the second most populous city in Texas with a population of approximately 1.4 million people and is located 75 miles southwest of Austin. The Alamo Mission is located downtown and is a top attraction for the state of Texas. The city's five missions, including the Alamo, were named UNESCO World Heritage sites. The River Walk is a landscaped walking and bike path that meanders through Downtown lined with shops, bars, restaurants, and the Arneson River Theater. The city transforms the River Walk with festive lights during the Christmas and New Year holiday period- and dyes it green during St. Patrick's Day. Brackenridge Park is a 343-acre public park in San Antonio and includes the San Antonio zoo, Witte Museum, Japanese Tea Gardens, and the Sunken Garden Theater. San Antonio is the largest majority-Hispanic city in the United States, with 64% of the population being Hispanic. Opportunities for cultural engagement abound! For the outdoor enthusiast, there are countless recreational activities, including a recently completed project that linked the entire city with biking and hiking trails. Other attractions include the Japanese Tea Gardens, Six flags amusement park, Sea World and the San Antonio zoo. The Market Square is a 3-block outdoor Mexican market with shops, restaurants, and special events. The US Armed Forces have numerous facilities in and around San Antonio, including Fort Sam Houston, Lackland Air Force Base, and Randolph Air Force Base. Beyond all that San Antonio has to offer, there are countless day trips to hill country wineries, lakes and main street shopping.

Supervisor Profiles

Supervisors at Innova represent a variety of experience, clinical specialties, theoretical orientations, and supervisory styles. The overall internship is designed to be developmental in nature, but individual supervisors may operate from a variety of stances, including psychodynamic, cognitive-behavioral, systems-based, etc.

Meridee Loomer, PsyD

Dr Loomer is a licensed Psychologist in Texas and completed her undergraduate education at North Central University. She received her master's and doctoral degrees in clinical psychology from George Fox University's Graduate Department of Clinical Psychology (APA accredited) in Newberg, Oregon. Dr Loomer Completed her doctoral internship at the Warm Springs Counseling Center and Training Institute in Boise, Idaho, and completed her post-doctoral residency at Kaiser Permanente in Sacramento, California.

Dr. Loomer works with children, adolescents, and adults in individual, family, and group therapy contexts. She has worked extensively in the primary care setting and believes strongly about integrating physical, spiritual, and mental health. Her passion and expertise is working with childhood and adolescent treatment of anxiety and mood disorders, self harm, and trauma. Dr. Loomer is EMDR trained and utilizes cognitive behavioral therapy, dialectal behavioral treatment, acceptance and commitment therapy, and mindfulness approaches in therapy. She emphasized the vital role of overall family functioning and involvement in treatment.

Dr. Loomer is passionate about providing supervision and mentorship to trainees as the Director of Training at Innova. In her free time, Dr. Loomer enjoys kayaking, trying to grow things in her backyard, baking, and playing piano.

Kasi Howard, PsyD

Dr. Howard is a Texas native and Baylor graduate. She received her doctoral degree from Regents University. After many years of working with at-risk and adjudicated youth, she began her transition to specialize in trauma and eating disorders. See that there were no facilities that specialized in trauma treatment, Dr. Howard created Innova Recovery as a place where people can heal from the wounds of their past. She is passionate about specialized care, ensuring that each client is matched with someone trained in their area of need. Dr. Howard has written a book *Strength for the Journey*, that has helped people find freedom from their shame, anxiety, and depression. Dr. Howard served as the President of the Bexas County Psychological Association. She has also taught at Trinity University and was a regular contributor for MD Monthly magazine. She is a leader and expert in the field of trauma.

Having been a military spouse, Dr. Howard has a special heart for those who have served our country. She has also created a non-profit, the 42nd Warrior Battalion, that aims to end child abuse through education. In her free time, she enjoys running, traveling, DIY projects, and exploring the world with her husband, son, and 3 legged dog Lucy.

Program Aims and Values

The aims of the Internship in Clinical Psychology at Innova are to provide interns with professional training and development to prepare them for their future roles as psychologists practicing in diverse roles within the community. The program values the breadth of human diversity found within the community and the technical and professional competencies necessary for psychologists to effectively interface with individuals, families, and groups within the community. Developing competency in various aspects of human diversity, including individual, cultural, and spiritual/religious diversity are key components of the training program. While many of the experiences are communal among interns, we also understand that interns are individuals. Training plans are developed between Intern and Supervisor in order to individualize some key goals for the internship year. Some flexibility in clinical opportunity is also available, especially in the second half of the year, for interns who want to dive deeper into certain modalities.

Components of Intern Training

Orientation

The first two weeks of August are largely devoted to orientation. During this time interns settle into their offices, meet staff and familiarize themselves with particulars of the training program. Orientation also covers procedural aspects for doctoral interns with the goal for interns to become familiar with what is expected of them. It also provides instruction in policies and procedures, courses of action for grievance or due process concerns, and performance evaluation procedures. Continuing orientation is conducted by individual clinical supervisors or by the Training Director as the new interns settle in to the work of the center and begin to build their clinical caseload.

Supervision

Individual Supervision: Close, regular supervision is regarded as central to the internship experience. Interns are assigned a primary supervisor for the entire year. Interns receive supervision from this supervisor at least two hours per week. The functions of the primary supervisor include monitoring client welfare, enhancing intern clinical skills, promoting the interns' professional growth, and evaluating intern progress in the primary competency areas. A

document entitled "Rights and Responsibilities in Clinical Supervision" is included in the training manual and outlines expectations for the supervisee and the supervisor in all supervisory relationships at Innova Recovery Center.

Group Supervision: Interns will participate in group supervision from their secondary supervisor one hour per week. The focus of the group supervision hour is flexible and will be tailored to support the internship goals identified by the interns at the beginning of the training year. Group supervision may focus on case consultation, client treatment concerns, group therapy experiences, and other identified needs.

Didactic Seminar

The interns meet for one hour each week for the Didactic seminar. Topics of the didactic seminar may include multicultural issues, professional growth topics, development of supervisory skills, diagnostic and assessment topics, and therapeutic interventions. The group may also consult about other issues of clinical importance. The staff rotates over the course of the year so interns have experience with a number of different perspectives and approaches.

Assessment and Research Seminar (group format)

Interns meet weekly for one hour throughout the year in the Assessment and Research seminar. The seminar focuses on diagnostic assessment, clinical interview techniques, and how treatment planning follows this assessment. As the year progresses, the content of the seminar is driven largely by the needs of interns' clinical cases that are selected for exploration in the seminar. Interns are not involved in formal psychological evaluation cases during their training year. The training program emphasizes the need for professionals to be aware and stay current with ongoing research in the field. Interns will read and present journal articles to the group for discussion in a journal club format. Focus will be on application of research findings to interns' clinical work and professional development. Interns are expected to demonstrate critical thinking and awareness of relevant literature.

Additional Opportunities

The Innova Recovery Center training staff tries to accommodate special areas of interns' interest with opportunities to receive additional experience in those areas. Clinically, if an intern wants additional experience with certain presenting issues, such as eating disorders or ADHD, that request is communicated to the primary supervisor and arrangements can be made to provide the intern with more exposure and supervision in that area.

Evaluation

At the beginning of the internship experience interns are asked to identify in writing their goals, within the framework of expectations of the program, and to share these with the Training Director and individual supervisor. As the internship progresses, routine communication and exchange of evaluative information between supervisors and interns is expected.

The training staff meets to review interns' progress in October, January and June. These review meetings also provide an opportunity to adjust goals and to identify and address any areas of concern. The October review results is informal, verbal feedback to each intern communicated by supervisors and/or by the Training Director. Formal written feedback, relative to their goals and those of the training program, is given following the review meeting in January and again in June as the internship year nears its end, with opportunity for intern response. In addition, the Training Director meets individually with interns in November and again near the end of their internship to provide feedback about overall progress and to solicit interns' feedback about the program. It is stated regularly to interns that timely communication about any needs, concerns or problems they may experience is strongly encouraged, and that a meeting with the Training Director, a supervisor or any other staff member will be arranged at any time upon request.

Academic Directors of Clinical Training (DCT) may be contacted any time during the internship if difficulties or concerns arise about their students. They receive written confirmation of progress at the mid-year point and at the end of the internship year.

Successful Completion of the Program

Interns will complete 2000 hours of work in a full-time experience of no less than 12 months. Approximately 1000 hours will be spent in direct client care in the form of interview, assessment and treatment. Interns will complete at least 100 hours of individual supervision, 100 hours of group and peer supervision and 100 hours of didactic training and seminar time. Interns will present a capstone training on the specialty area of their choosing (appropriate to the Innova clinical environment) to the Innova clinical staff. Interns will achieve satisfactory or better ratings, as defined by the Intern Evaluation Form in all areas listed in the evaluation section.

Internship Logistics and Information

Application Requirements and Interview Process

For the upcoming year, Innova will be accepting up to 2 doctoral interns. As a new program, Innova is not yet an APA-accredited program, but agrees to abide by APPIC policies and procedures regarding application and match. The structure of the program is set up to exceed APPIC minimum requirements for clinical experience, training and supervision.

Applicants must complete the AAPI online. Applicants offered online interviews may also be asked to submit a deidentified psychological assessment (comprehensive or neuropsychological), and three letters of reference (in addition to any letter of readiness and recommendation from the graduate school's Director of Clinical Training) in their supplemental material.

Innova suggests that applicants have a minimum of 300 hours combined assessment and therapy experience. Applicants should also highlight any additional training or certifications they have achieved in evidence-based treatment modalities.

The Director of Training will review applications. Due to COVID precautions, qualified candidates will be offered interviews online via video conference. A video tour of the clinic will be made available for interested applicants who would like to see the site.

Following interviews, suitable candidates will be ranked for match. Matched candidates will be notified in accordance with APPIC procedures and timelines. APPIC Match Policy 6b states that appointments of applicants to internship positions may be contingent upon the applicants satisfying certain employment eligibility requirements. Innova requires successful completion of enhanced background checks prior to the start of the internship year.

Compensation, Time off, Hours Worked

Intern positions will be compensated with a stipend of \$27,000 per year paid bimonthly. Interns are expected to complete 24 clinical hours per week and are typically on-site 40-45 hours per week. Interns are given 10 days (80 hours) of Paid Time Off (PTO) and 6 paid holidays. All leave must be requested and approved by the interns' primary supervisor and the Innova Director of Training.

It is very important to plan your leave days wisely. You will likely need several days towards the end of the internship year for interviews, dissertation defense, graduation, and moving. If you use all of your leave days early in the year, you are not guaranteed time off at the end of the year. Any additional time off should be arranged with your supervisor with the understanding that the hours will need to be made up. Interns cannot "flex" hours to leave internship several weeks early.

Depending on the current status of COVID spread rates in the San Antonio area, interns may utilize telehealth methods for some services, with prior guidance, training, and approval. Interns are expected to be on-site for the administration of telehealth services, and clients must be within the state of Texas at time of service. Masks and physical distancing requirements in all public/shared spaces in the building will be followed as recommended from CDC and county health officials.

Due Process and Grievance Policies

The vast majority of internship difficulties can be handled informally in the due course of intern-supervisor interactions. Whether the issue is a supervisor being concerned about the performance or professionalism of an intern, or an intern being dissatisfied or concerned about some aspect of their training experience, the first step is almost always a mutually respectful conversation with the person. In the event these conversations are insufficiently fruitful, Innova has policies and procedures in place for more formal grievances or due process for disciplinary matters. These policies and procedures are written in accordance with APPIC and APA guidance and are provided to interns on the first day of orientation.