

Doctoral Psychology Internship in Clinical Psychology

The Doctoral Psychology Internship in Clinical Psychology is exclusively affiliated with [Adler University](#) and includes placements in several community-based partnership sites. Through these placement experiences, interns gain entry-level psychologist knowledge and skills in the application of direct psychological services, diagnostic assessment, professional development, human dignity and rights, socially responsible practice, and professional ethics and standards. The primary objective of the program is to prepare interns to become entry-level Doctors of Psychology.

Interns offer clinical services at and through community-based partnerships. Interns are assigned to community sites based on their interests, training and educational needs, and abilities. In addition to providing direct clinical service, interns receive individual, group, and peer supervision; participate in case disposition meetings; become active members of interprofessional teams; and attend didactic workshops and seminars. Interns also provide supervision to assessment and therapy externs and receive supervision on their supervision by a registered psychologist.

Services provided in the community within partner sites may include individual and group psychotherapy; personality and cognitive ability assessment; support and therapy groups; consultation; partner site staff training; program development and evaluation; telehealth; and psycho-educational programs.

The internship program offers three (3) to five (5) full-time positions for Adler University students. The internship begins on September 1st and ends August 31st.

Intern Compensation

- Stipend: \$37,130 per annum
- Extended Health Benefits
- 10 vacation days
- 10 sick days

Program Goal

The primary goal of this internship program is to prepare interns for entry-level practice as a registered psychologist.

Training Model

Professional psychology has been defined by [Adler University](#) faculty as the application of psychological knowledge and skills to forward the improvement of the human condition in the broadest sense with an emphasis on the direct delivery of professional services, including the design, implementation, and evaluation of assessment and change strategies as they are applied to individuals, groups, and organizations.

The internship uses the scholar-practitioner model of training, as articulated by the [National Council of Schools and Programs in Professional Psychology \(NCSP\)](#) as the base for its training program. The internship has four goals with attendant objectives and competencies.

Training Model Goals (achievement of goals are measured across three domains: knowledge, skills, and attitude)

Goal One: Entry-level relationship competency across all professional activities

- Objective One: Entry-level Doctor of Psychology competence in communication and interpersonal skills
- Objective Two: Consistent demonstration of professional values, attitudes, and behaviors

Goal Two: Entry-level competence in the delivery of psychological clinical services

- Objective One: Entry-level Doctor of Psychology performance in psychological assessment & testing

- Objective Two: Entry-level Doctor of Psychology performance in psychotherapy (individual, group, and couple/family)

Goal Three: Entry-level competence in the delivery of psychological professional services

- Objective One: Entry-level Doctor of Psychology performance in supervision
- Objective Two: Entry-level Doctor of Psychology performance in consultation
- Objective Three: Entry-level Doctor of Psychology performance in program development & evaluation

Goal Four: Entry-level competence in professional approach, attitude, and practice commitment to human dignity and human rights

- Objective One: Entry-level Doctor of Psychology performance of respecting and valuing human dignity and rights in the provision of clinical and professional services.
- Objective Two: Entry-level Doctor of Psychology performance in enacting professional standards, ethics, and mental health law.
- Objective Three: Entry-level Doctor of Psychology performance in the application of provincial human rights and federal Charter of Rights and Freedoms across all professional activities.
- Objective Four: Entry-level Doctor of Psychology performance in socially responsible practice.

Internship Training Activities

Interns provide service, receive supervision, and participate in meetings and seminars throughout the internship. Services are provided at community sites that have partnerships with ACHS.

Service	
Direct Client Contact (see below for qualifying activities)	12-15 hours weekly
Indirect Services (interprofessional team meetings, psychoeducation programming, didactics, supervision, consultation, charting, etc.)	25-28 hours weekly
Seminars/Didactics	
Intern Didactics (*note: modules are spaced out throughout the training year)	
Socially Responsible Practice/Cultural Safety	3 one-hour modules/year*
Ethics	2 one-hour modules/year*
Trauma-Informed Care	8 one-hour modules/year*
Clinical Care Models and Interventions	4 one-hour modules/year*
Program Evaluation/Research	2 one-hour modules/year*
Assessment	1 hour every other week
Supervision	
Individual Supervision – Primary Supervisor	2 hours weekly
Individual Supervision – Secondary Supervisor	1 hour weekly
Group Supervision	1 hour weekly
Clinical Supervision Seminar	1 hour weekly
Other Meetings	
Extern Supervision	2 hours weekly
Therapy Didactic Presentation to Supervisor Team	1 hour, three times per year

- Orientation – Introduction to ACHS policies and procedures, documentation, internship goals and individual training goals and objectives- client populations, competencies/criteria and standards for doctoral psychology internship, supervision, health and safety, ethics and risk management, documentation and electronic health records, site introduction, diversity, and team building with peers and faculty.
- Direct Client Contact (minimum 30% of intern's time) – Psychotherapy (individual, group), psychoeducation (individual and group); intake assessments; treatment planning with clients; psychological testing (minimum 5 integrative or mixed batteries of psychoeducational/integrative);

crisis interventions (individual and group); program development and evaluation time involving direct contact with program participants and/or stakeholders; aftercare planning with a client/caregiver directly involved; milieu management involving direct contact with clients; and other psychological services not listed here involving clients/caregivers at the discretion of primary supervisor.

- Practice Environments – Averaging 28 hours per week (3-4 days) in the field, including on-site and telehealth psychological service options with ACHS partner organizations. Interns are generally assigned to one site but may be assigned to a second site.
- Didactic and Seminar Programming – Minimum of 2 hours per week of programming to meet entry-level psychologist competencies as defined by the program, accrediting bodies, and the College of Health Care and Professionals of BC.
- Interprofessional Practice - Consultation, team huddles, case conference, case management, and program development and evaluation services with each assigned site and as included on individual training plan.
- Human Dignity and Rights - Integrated in doctoral psychology internship learning and clinical activities. Internship will offer didactic and experiential programming based on intern interest and faculty evaluation of cohort learning needs to effectively and serve community partner populations in a culturally-responsive manner.
 - Supervision – Each intern is assigned one primary supervising psychologist and one secondary supervising psychologist. The intern will meet two hours per week for individual supervision with a primary supervisor, one hour per week for individual supervision with a secondary supervisor, and one hour per week with one or more psychologists for one hour of group supervision. The psychologist supervisor of a case is the legal and ethical owner of the case.
- Supervision of Supervision – Each intern is assigned two (2) practicum students (assessment and therapy) to provide weekly supervision services for a minimum of one (1) semester.
- Competency Evaluation of Intern Performance - Three (3) times a year (once per semester) includes a final cumulative performance review.
- Minimum of 2000 hours achieved in the internship year.

Integration of Science and Practice

Interns are encouraged to be involved in science, practice, and research activities. Interns will be required to design and implement a Program Evaluation Project during the year, supported by the Program Evaluation Didactic session. The Program Evaluation Project will be presented to the ACHS community. Interns are also encouraged to publish any research they have conducted and to make presentations at professional conferences. Interns will be required to conduct a needs assessment with a partner site, present results to ACHS and partner site teams, design clinical services, and coordinate for the provision of other non-clinical services if possible.

Program Outcomes

Upon completion of the internship, interns are expected to demonstrate entry-level competence as a psychologist in the practice of clinical psychology:

- Entry-level Doctor of Psychology performance in psychological assessment, intervention, consultation, and program development and evaluation.
- Demonstrate skills in developing and sustaining therapeutic relationships, rapport building, and dialogue with a diverse population of clients.
- Effective supervision skills.
- Research and application of the local clinical-scientist model in providing evidence-based clinical services.
- Integration of human rights and dignity in the provision of all psychological services
- Integration of social determinants of health and socially responsible practice in addressing individual and community health resiliency and challenges.
- Demonstrate professional values, attitudes, and behaviors, including individual responsibility, respect, cooperation, and collaboration in working with others.
- Demonstrate standards of professional ethics, lifelong professional development, and transition from student to independent professional.