



NORTHWEST
NEUROBEHAVIORAL
HEALTH, LLC

**PREDOCTORAL INTERNSHIP
INFORMATION**

Table of Contents

Description of Facility and Training Program	2
About The Region.....	2
Supervisor Profiles.....	3
Program Goals and Values.....	5
Structure of the Program.....	6
Clinical Experiences	6
Supervision	7
Didactic Training	8
Evaluation	9
Successful Completion of the Program.....	10
Internship Logistics and Information.....	10
Application Requirements and Interview Process	10
Compensation, Time Off, Hours Worked	11
Due Process and Grievance Policy	11

Description of Facility and Training Program

Northwest Neurobehavioral Health, LLC is a multidisciplinary clinic in Meridian, ID (a suburb of Boise). We serve a wide range of individuals from a very extended geographical range. Our reputation in the community is predominantly for work with neurodiverse individuals and their families (people with autism spectrum disorders, neurological conditions, etc.). However, we are a generalist practice and see individuals dealing with depression, anxiety, mood disorders, behavior disorders, OCD, etc. Full-time practitioners typically have their own offices and are supported by a full administrative staff. Psychology staff include psychologists, neuropsychologists, licensed clinical professional counselors and licensed clinical social workers. Our multidisciplinary clinic also offers medication management, occupational therapy and speech/language therapy services.

The primary purpose of the Predoctoral Internship Program at NNH is to provide both breadth and depth of training via exposure to and immersion in a variety of clinical experiences. Interns will receive training and clinical experience in a broad array of treatments and assessments and will work with many fellow professionals in the field. An individual supervisor will remain consistent throughout the year. However, interns will receive rotating secondary individual supervision, will participate in group supervision, and group didactics weekly. This provides exposure to a variety of approaches and theoretical orientations. Interns are expected to conduct individual and family therapy, individual psychological assessment, and to participate as a member of the team in multidisciplinary diagnostic assessment clinics. Exposure to an array of evidence-based treatment modalities for specific conditions such as autism spectrum disorders, obsessive compulsive disorder, trichotillomania, etc. will be part of the training. Interns will also participate in program development, and will present capstone education trainings to the staff on a clinical topic of their choosing. Elective opportunities are also available for exposure to group psychotherapy, participating in research, and community outreach.

About The Region: Boise and its surrounding areas frequently make top ten lists for livability. <http://www.bvcp.org/facts/national-accolades.aspx> Meridian itself was named USA Today's 2015 "#1 Best City to Live In." The weather is generally temperate and experiences all four seasons. The Treasure Valley is considered "high desert," but also has tree-lined rivers with an extensive Greenbelt for running, biking, floating the river in summer, etc. There are many trails (some within five minutes of downtown Boise) for hiking, trail running, mountain biking, and off-leash dog walking. Within one to three hours drive, there are several ski areas (Bogus Basin, Tamarack, Brundage and Sun Valley). There are great opportunities for kayaking, whitewater rafting, ziplining and other outdoor recreation. The town also has an active music scene, including Treefort Music Festival, free weekly concerts downtown at Alive After 5 on Wednesdays, as well as small and medium venues for touring bands. Sports lovers will find plenty of opportunities to cheer on Boise State Broncos, Idaho Steelheads hockey and Boise Hawks baseball.

Supervisor Profiles

Primary and secondary supervisors at NNH 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.

Carolyn Golden, PsyD: Director of Internship Training

Dr. Carolyn Golden graduated with a PsyD in clinical psychology, with an emphasis in family therapy, in 2005 from the Illinois School of Professional Psychology in Chicago, IL. While in Chicago, she worked with the Deaf and Hard of Hearing population in residential and inpatient settings. She also completed a therapy practicum at a day school specializing in adolescents with mood disorders and autism spectrum disorders. Dr. Golden came to Boise in 2004 for her pre-doctoral internship, and has since made her home in the community.

Dr. Golden is a licensed psychologist in Idaho and conducts therapy and psychological assessment at NNH. She is also the Director of Internship Training. She has supervised pre-doctoral interns, post-doctoral residents, doctoral practicum students and master's level counselors and family therapists. She is also adjunct faculty at Boise State University, and teaches courses on the Psychology of Gender and, most recently the Psychology of Belief. She specializes in the family-based treatment of anxiety disorders, OCD, autism spectrum disorders and mood disorders. She also works individually with adolescents and adults and conducts psychological assessments with an array of clients. Dr. Golden utilizes evidence-informed practices such as Exposure with Response Prevention (ERP) for OCD, Acceptance and Commitment Therapy (ACT), Child Parent Relationship Therapy (CPRT) as well as more process-based psychodynamic intervention. More recently, Dr. Golden has also been working on research which takes place at NNH regarding the neuropsychological impacts of prenatal methamphetamine exposure. In her off time, she enjoys reading, continuing to learn, travel and flat-water kayaking.

Jeffrey D. Hall, PhD: Supervising Psychologist/Managing Partner of NNH

Dr. Jeffrey Hall completed his undergraduate education at Northwest Nazarene University. He received his master's and doctoral degrees in clinical psychology from Fuller Theological Seminary's Graduate School of Psychology (APA accredited) in Pasadena, California. Dr. Hall completed his pre-doctoral internship at the Warm Springs Counseling Center and Training Institute in Boise, Idaho, and completed his post-

doctoral residency at NNH. Dr. Hall is licensed as a psychologist in Idaho. Dr. Hall completed training through Utah Regional Leadership Education in Neurodevelopmental and related Disabilities (URLEND), with a focus on Autism Spectrum Disorders (ASD). URLEND is a multidisciplinary training program that is grant funded by the Maternal and Child Health Care Bureau (U.S. Department of Health and Human Services). As part of URLEND, Dr. Hall received specialized clinical and didactic training, and participated in legislative activity and research dealing with issues specific to children and youth with special healthcare needs.

Dr. Hall has worked with children, adolescents, and adults in individual, family, and group therapy contexts. He has worked within inpatient hospital, residential care, and outpatient counseling center settings. Dr. Hall's areas of interest including working with child, youth, and families dealing ASD and other neurodevelopmental disorders, including Attention-Deficit/Hyperactivity Disorder (ADHD) and learning disabilities. Through the use of Cognitive, Behavioral, Group, and Family therapies Dr. Hall assists those he works with in the development of greater behavioral and emotional regulation, adaptive functioning, and self-advocacy.

Dr. Hall provides assessment of developmental, emotional, behavioral, and academic needs of children and adolescents. As a member of the Autism Diagnostic Clinic Team, he works in conjunction with other psychologists and our speech-language pathologists to assess children suspected of having pervasive developmental difficulties, including ASD. In his personal life Dr. Hall enjoys spending time with his wife, two sons and daughter, running and being outdoors.

Melinda L. Jorgensen, PhD: Supervising Neuropsychologist

Dr. Melinda Jorgensen is one of the members of our pediatric neuropsychology team. She grew up in the Southwest and received her undergraduate degree in psychology from Arizona State University. She then moved to Las Vegas and volunteered as a research assistant at the University of Nevada, Las Vegas under the direction of Daniel Allen, PhD, ABPP-CN, the former president of the National Academy of Neuropsychology. Dr. Jorgensen received her graduate training at Idaho State University, where she began to specialize in neuropsychology. She completed an APA approved pre-doctoral internship at Utah State Hospital where she received specialized training in pediatric and forensic neuropsychology. She then developed a post-doctoral residency under the supervision of Craig Beaver, PhD, ABPP-CN at Southeast Idaho Center for Neurobehavioral and Developmental Disorders in Idaho Falls, Idaho.

Dr. Jorgensen provides neuropsychological evaluations for children and teens who present with full spectrum of conditions, including mild to moderate TBI and seizure disorder, pregnancy/birth trauma and prematurity, Fetal Alcohol Syndrome and exposure to teratogens in utero, executive dysfunction, aphasic and dyspraxia conditions, Alexithymia and Autism Spectrum Disorder, and many other conditions. In her personal

life, Dr. Jorgensen is a loving wife, caring mother to her two dogs, wonderful cook/baker, and avid bicyclist.

Kimberly L. Parks, PhD: Supervising Psychologist, Partner

Dr. Kimberly Parks earned her Bachelor's degree in Psychology from Linfield College in McMinnville, Oregon. She earned her Master's degree and Doctoral degree in Clinical Psychology from the University of Mississippi. Dr. Parks completed her pre-doctoral internship at the Warm Springs Counseling Center and Training Institute in Boise, ID. She also completed her post-doctoral training at the Warm Springs Counseling Center and Training Institute at the West Campus in Meridian, ID. In October 2010, Dr. Parks helped form Northwest Neurobehavioral Health, LLC in collaboration with several colleagues. Dr. Parks is a licensed psychologist in the state of Idaho. She is also a Professional Member of the Trichotillomania Learning Center, Inc. (TLC) and a graduate of TLC's Professional Training Institute.

Dr. Parks has worked with children, adolescents, and adults in individual and group therapy contexts. The majority of her experience has been in outpatient counseling centers, but she also has experience working within inpatient hospital and residential facility settings. Dr. Parks specializes in the treatment of Body Focused Repetitive Behaviors, including hair pulling (Trichotillomania), chronic skin picking, and nail biting. Dr. Parks' other areas of interest include anxiety disorders (such as OCD and Generalized Anxiety Disorder), ADHD, and Autism Spectrum Disorders. Dr. Parks uses primarily Cognitive Behavior Therapy (CBT), but also incorporates other therapeutic techniques including Behavior Therapy, Habit-Reversal Training (HRT), and mindfulness. In addition, Dr. Parks conducts comprehensive psychological assessments with children and adolescents to assess emotional, behavioral, and academic needs. In her personal life, Dr. Parks enjoys spending time with her husband and two children. She also enjoys music, art, and spending time outdoors.

Program Goals and Values

The goal of the Predoctoral Internship Program at NNH is 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.

Additionally, technical competencies in therapeutic intervention and diagnostic assessment, as well as professional competencies in legal and ethical issues, working within a multidisciplinary setting, and communication and interpersonal skills are also key components of the program.

The program is designed to be developmental in nature. 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 therapeutic or assessment modalities.

Structure of the Program

Clinical Experiences

Intern's distribution of face-to-face service hours may vary somewhat depending on intern development, clinical need and monthly schedule, but will ramp up to 18-21 hours per week, including therapy, testing, intakes, and testing feedback sessions. Interns are expected to conduct one testing case per week and complete 25 billable hours per week, including report writing.

Psychotherapy

Interns will conduct individual and family psychotherapy with clients presenting a range of clinical concerns, and will have opportunities to co-lead psychotherapy groups. Interns are expected to attain broad and general training, and are therefore expected to see a variety of ages, clinical issues, etc. but will likely have opportunities to influence case selection for training purposes over the course of the year.

Assessment Rotations

Interns will conduct a variety of assessments in a weekly rotation of interdisciplinary clinics with other psychologists, interns, and speech therapists:

- **General Psychology:** assesses a range of psychological and learning difficulties utilizing a flexible array of psychological instruments.
- **Autism Diagnostic Clinic:** alternates assessment of early childhood evaluation and older children suspected of autism spectrum disorders.

- **Neuropsychological Assessment:** assesses individuals with a wide array of medical complications, such as genetic disorders, prenatal substance exposure, significantly prenatal birth, traumatic brain injury, post-concussive complications, etc.

Interns will take one week a month away from the team assessments to complete individual comprehensive assessments. Focus of these assessments will be based on intern development and client need.

Supervision

Interns will participate in a variety of supervisory experiences, including individual, group and in-vivo supervision. These experiences exceed requirements for both APPIC and the State of Idaho.

Primary Supervision & Service Extender Status

Interns will be assigned a licensed psychologist as their primary supervisor throughout the year, and will meet individually with that supervisor a minimum of one hour weekly, in addition to other individual, group and in-vivo supervisory experiences. They will also be registered as Psychology Service Extenders (SE) with the State of Idaho Bureau of Occupational Licenses (IBOL). This means that all clinical activity conducted by the intern is viewed as conducted under the license of the supervising psychologist. Once matched, interns will be guided through the process of applying for SE Status, in concert with their primary supervisor. (Applicants who meet internship-readiness requirements from an APA-approved doctoral program and can pass a background check can expect to meet SE requirements.) All clients will be made aware of the Intern's status as an SE and predoctoral intern.

See <http://adminrules.idaho.gov/rules/current/24/1201.pdf> for further information regarding SE status and qualifications.

Secondary Supervision

Interns will rotate through three secondary supervisors (also licensed psychologists) with whom they meet individually one hour weekly to gain addition consultation regarding therapy and testing cases. This secondary supervisor will change every four months. This provides increased exposure to an

array of perspectives, clinical skill areas, and treatment techniques. While primary supervisors retain ultimate supervisory responsibility over cases, including treatment plans, assessment reports, etc., we believe that it is good for interns to be exposed to multiple perspectives for therapy and assessment cases.

Group Supervision

Interns will participate in two weekly hours of group supervision, (1 assessment and 1 therapy-focused) where interns meet with supervising psychologists for case consults.

Peer Consult

Interns will meet weekly in an unsupervised peer consult group to discuss cases, process internship-related issues, provide peer editing of psychological assessment reports, etc. Supervisory oversight will assess whether this time is being used wisely, but will otherwise refrain from interfering in this hour.

Didactic Training

Therapy Training

Interns will receive 1 hour of didactic training per week focused on therapeutic technique and case conceptualization from a variety of theoretical orientations. Interns will be encouraged to refine and develop their clinical voice through exposure to a range of theoretical models.

Assessment and Diagnostic Training

Interns will receive 1 hour of didactic training per week focused on increasing interns' knowledgebase and technical skill in the utilization of interview and a variety of psychometric tools used in the diagnostic assessment of children, adolescents, and adults. Types of assessment covered in the didactic training sessions will include psychological, educational, developmental, and neuropsychological.

Additional Didactics

Interns will receive additional didactic training throughout the training year focusing on a variety of topics, including: human diversity, working in multidisciplinary settings, professional conduct, and legal/ethical issues related to the practice of psychology. These additional didactic trainings will occur once per month. Interns will also participate in general clinical staff meetings and discipline specific staff meetings occurring 1 hour per week, addressing the day-to-day practical issues of working in a community mental health setting.

Evaluation

Supervisor Evaluation of Interns:

Most feedback by supervisors to interns will be given informally, in the due course of supervision. Formal evaluations will occur at the midpoint and end of internship, which are written with influence from the key Competency Benchmarks In Professional Psychology written and published by the APA. Goals and target competencies will be reviewed at the beginning of the year, emphasizing skills in interviewing, assessment (including report writing), diagnostics, treatment planning, therapeutic intervention, use of supervision, ethics, and professionalism. Interns are encouraged to work with their supervisors to identify developmentally appropriate steps towards the objectives in each of the above areas.

Intern Evaluation of Supervisors and Training Program:

Supervisees are encouraged to provide regular informal feedback and evaluation of their training experience to their supervisors and the Training Director, either in individual or group supervision, and will complete formal feedback at the midpoint and end of internship. Mid-year intern ratings of supervisors and the program are completed after supervisors have given their mid-year ratings of interns, and are compiled by administrative staff in order to be deidentified as much as is possible. End of year ratings by interns are sealed until after final evaluations of the intern have been submitted to their respective schools.

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 supervision and 100 hours of didactic training. Interns will complete 12 individual comprehensive psychological assessments and approximately 35 assessments as part of team-based multidisciplinary clinics. Interns will present a capstone training on the specialty area of their choosing (appropriate to the NNH clinical environment) to the NNH 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 2018-2019 year, NNH will be accepting 4 pre-doctoral interns. We will only be participating in Phase II of the APPIC Match (and possibly the PMVS if spots are not filled in Phase II). As a new program, NNH is not yet an APPIC member or APA-accredited, 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. Phase II applicants offered online interviews will 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 school Director of Clinical Training) in their supplemental material.

NNH suggests, but does not require, that applicants have a minimum of 400 hours combined face-to-face assessment and therapy experience. Successful candidates will be proficient in the administration and scoring of several common testing measures (e.g. WISC-IV, SB-5, D-KEFS) and will be expected to increase their range of proficiency rapidly upon commencement of internship. Applicants should also highlight any additional training or certifications they have achieved in evidence-based treatment modalities.

The Training Team will review applications. Qualified candidates will be offered interviews (online for Phase II of the match via online video conference).

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. Idaho requires successful completion of fingerprinting and enhanced background checks. (See <https://chu.dhw.idaho.gov/> for a list of disqualifying offenses.)

Compensation, Time Off, Hours Worked

Intern positions will be compensated with a stipend of \$22,000 per year paid bi-monthly on the 5th and 20th. Interns are expected to be on-site 40-45 hours per week. Interns are given 10 days (80 hours) of personal leave and 8 paid holidays. Professional leave days (2 maximum) are available to attend conferences. All leave must be requested and approved by the interns' primary supervisor and the NNH Training Director.

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.

Due Process and Grievance Policy

Most 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, NNH 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.