



## **HEADWAY EMOTIONAL HEALTH SERVICES**

### **Richfield and Golden Valley, Minnesota**

#### **INTRODUCTION**

Headway Emotional Health's (Headway) Psychology Internship Program is APA accredited on contingency status. Questions related to the program's APA accreditation on contingency status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation and American Psychology Association 750 1<sup>st</sup> Street, NE, Washington, DC 20002, Phone: (202) 336-5979, and Email: [apaaccred@apa.org](mailto:apaaccred@apa.org).

Headway is a not-for-profit community mental health and social services organization with a rich history of serving children and families in the Minneapolis/St. Paul Metropolitan Area for nearly 50 years. In 1970, the two organizations that now make up Headway were started. One, known as Storefront Youth Action, was located in a storefront over a hardware store in Richfield providing drop-in youth services. The other organization began as a Hennepin County-supported Community Mental Health Center focusing services on elementary students struggling in school and adults with serious and persistent mental illness in the western suburbs of Minneapolis. The two organizations merged in 2000. The merger took an organization with a rich history of providing social services for children and youth, combined it with one focused on clinical services to a variety of populations and diagnosis, and created an organization with a uniquely balanced set of services that complement each other to meet the needs of clients. Headway has grown into a 16 million dollar organization that offers services covering education, intervention, and treatment.fw

We are proud of our ongoing commitment to being needs-driven versus program-driven. When a need is identified within the communities that we serve, we work to determine if we can be a partner in developing services to help meet that need. Headway is now a true model of community collaboration providing a full range of mental health services including testing and assessments, outpatient therapy, day treatment services, case management, diversion services, DBT, psychiatric and medication management, divorce education, and in-school therapy in multiple counties throughout the metropolitan area. Our diverse team of more than 100 therapists, Clinical Nurse Specialist, case workers, and medical and administrative staff bring a broad set of skills and licensure which allows us to work with a wide range of ages as well as cultural backgrounds. Headway has the following mission statement: "Headway Emotional Health Services empowers people of all ages to live an emotionally healthy life."

The organizational structure consists of a Management Team, which includes the Directors of Operations and Client Services; Managers of Client Services, Clinical Services and Professional Development; and Quality, Process and Improvement. The clinical services are managed by a team of program supervisors. Headway is a State Certified Rule 29 and Rule 47 Clinic, State Certified Children's Therapeutic Support and Services provider and a State Certified Dialectical Behavioral Therapy Clinic. Rule 29 establishes standards for community mental health centers and clinics in Minnesota, while Rule 47 is the state rule that governs Minnesota health care programs reimbursement for outpatient mental health services. Headway's clinical staff is credentialed by all major third party payers in the State of Minnesota and over 85% of the annual revenue is derived from fee-for-service billing. Headway offers a sliding

scale option for those that have economic barriers to payment for services, and Headway houses its own billing department.

Headway serves clients in an array of locations including:

- Two outpatient mental health clinics
- Two treatment programs
- 65-plus public schools
- Clients' homes

Services that are provided include:

- Individual, group, couple, and family therapies
- Psychosexual and psychological assessments
- School-based adolescent day treatment
- Children's therapeutic case management services
- Primary intensive juvenile sex offender treatment
- Pre-charge juvenile diversion screenings and assessment
- Truancy case management
- Divorce education
- Dual diagnoses mental health treatment
- In-home treatment for first-time at-risk mothers
- Elementary, middle, and high school co-located school mental health services
- Teen pregnancy prevention treatment

As an agency, we train trainees from different backgrounds and at different levels in their educational and professional development. We also provide supervision that matches the trainee's personal, educational and professional readiness for practice. We have provided training experiences for trainees needing the professional exposure for undergraduate training through those completing doctoral internship requirements and post-graduate licensing requirements. We accept psychologists, counselors, social workers and marriage and family therapy students for practicum and internship training.

#### DOCTORAL LEVEL PSYCHOLOGY STAFF AT HEADWAY

<b>Name</b>	<b>Degree</b>	<b>Position</b>
Lauren Kim-Bae	PhD	Training and Assessment Director (LP)

Lauren's primary clinical interests include evaluation and treatment of neurodevelopmental disorders. She specializes in conducting comprehensive psychological evaluations as well as forensic evaluations such as psychosexual evaluations and sex behavior assessments.

Hal Pickett	PsyD	Chief Learning Officer, Chief Psychologist (LP)
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Hal is a Clinical/Forensic Psychologist with over 20 years of experience in teaching, training and clinical work. He is part of the Crisis Intervention Training Team for officers within the State of Minnesota. He regularly trains in the area of child and adolescent brain development, developmental trauma and the interface with the juvenile forensics. His research interest are in the area of adverse childhood events, world view and the resiliency of youth in the rapidly changing world.

Nicole Slavik                      PsyD                      Richfield Supervisor, Co-Located Outpatient Psychologist (LP)  
Nicole's primary research interests include neuropsychology and trauma. She specializes in working with women who have experienced chronic, complex trauma and chemical dependency. In addition, she conducts evaluations with children, adolescents, and adults, primarily at two of our co-located Headway sites in the Twin Cities.

Cynthia Barsness                      PsyD                      Supervisor of Outpatient Services at Richfield (LP)  
Cindy's primary research interests include attachment and trauma as well as grief and loss. She enjoys clinical supervision and as a generalist she has worked with children, adolescents and adults presenting with a range of mental health and emotional concerns, including SPMI and victims of abuse.

Teri Clayton                      PsyD                      Co-located Supervisor Psychologist (LP)  
Teri's research interests include trauma and conflict resolution, and her specialties include cognitive behavioral therapy and trauma-focused approaches with clients of all ages, including children and adolescents who qualify as having mental health diagnoses, children diagnosed as being on the autism spectrum, and adult women victims of physical, mental, and sexual abuse.

Emma Collins                      PsyD                      Golden Valley Outpatient Post-doctoral Therapist  
Emma takes a systemic approach in her work and uses this in her work with families and adolescents who are struggling. She specializes in self-harming behaviors in adolescents as well as suicidal ideation, depression, GLBTQIA, and anxiety. She is interested in pursuing research on the parents of adolescents who are emotionally dysregulated, and how they can better support the family as a system and target the system rather than solely the individual.

Ryan Hovis                      PsyD                      Outpatient Clinic Supervisor (LP)  
Ryan has experience working with children, adolescents, and their families in community mental health, an outpatient hospital, private practice, college counseling, wilderness therapy, psychiatric inpatient, and therapeutic day school in Minnesota and Illinois. His areas of focus include cultural responsiveness, trauma, depression, anxiety, ADHD, and developmental disorders in addition to providing therapy and assessment. He has also been an adjunct instructor and guest lecturer in university settings.

## **HEADWAY PSYCHOLOGY INTERNSHIP PROGRAM**

### **AIMS, COMPETENCIES, AND LEARNING ELEMENTS**

Headway Emotional Health subscribes to a practitioner-scholar model of training. Psychology interns are placed into the scope of best-practice and research-informed methods of therapeutic practice. Education and training at Headway is viewed as a continuous and interactive process. Staff members provide didactic presentations, facilitate case presentations, assume mentorship and supervision roles, co-lead therapy groups or family sessions, and oversee the general growth and development of the interns. In addition, when psychology interns begin at Headway, they are provided with close supervision and observation by their primary clinical supervisors. Throughout their training, psychology interns are aided in developing specific therapeutic and assessment skills as well as the ability to synthesize and conceptualize information provided by clients, critical thinking, and finally moving towards clinical independence. Additionally, Headway views the internship year as a developmental sequence that fosters a scaffolding approach, meaning as the psychology interns continue to progress in their skill set, they will continue increasing their complexity of cases and productivity.

At Headway, we believe that the internship is a time for psychology interns to develop basic professional skills, and to begin to establish a professional identity. The psychology internship year provides an opportunity for psychology interns to work on developing the following nine CoA Profession Wide Competencies with the associated learning elements/aims:

### *1. Research*

Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level. Displays necessary self-direction in gathering clinical and research information practice independently and competently. Seeks out current scientific knowledge as needed to enhance knowledge about clinical practice and other relevant areas. Develops and implement plans for research or other professional writing or presentation.

Psychology interns are encouraged to develop competence in assessment and intervention skills supported by scientific research. Through training and consultation, we attempt to demonstrate the value of remaining current in the empirical, theoretical, and scientific knowledge relevant to working in a non-profit setting. Psychology interns are also encouraged to research information relevant to their clinical practice as needed throughout their internship. They are also provided with time to complete their research projects for completion of their doctoral degrees.

### *2. Ethical and Legal Standards*

Demonstrates knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct. Demonstrates knowledge of and acts in accordance with all organizational, local, state, and federal laws, regulation, rules and policies relevant to health service psychologists. Demonstrates knowledge of and acts in accordance with all professional standards and guidelines. Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them. Conducts self in an ethical manner in all professional activities.

Ethical considerations and legal matters are a continuous aspect of clinical training at Headway. During new staff orientation, psychology interns receive training on HIPAA and privacy rights, mandated reporting, and other ethical issues that are applicable to their practice. They will also be asked to review the Headway training manual for guidelines on professional conduct. In supervision and consultation, psychology interns will have a chance to learn about state guidelines for professional practice as well as laws applicable to current client issues. Psychology interns also receive training on these matters in didactics and all staff meetings.

### *3. Individual and Cultural Diversity*

Forms an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range

of diverse individuals and groups encountered during internship. Developing multicultural sensitivity and competence is a top priority at Headway.

Psychology interns receive training in providing culturally competent treatment to populations with varying backgrounds by ethnicity, nationality, language, socioeconomic status, sexual orientation, and presenting problems. Multicultural issues arise in consultation and supervision regularly and are also often a topic of didactic trainings and agency all-staff meetings. It is also our goal to help psychology interns enhance their own cultural awareness to improve their ability to work effectively with diverse clients and colleagues.

#### *4. Professional Values, Attitudes, and Behaviors*

Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. Actively seek and demonstrate openness and responsiveness to feedback and supervision. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

#### *5. Communication and Interpersonal Skills*

Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

#### *6. Assessment*

Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural). Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Psychology interns conduct both diagnostic assessments and complete psychological evaluations at Headway. For every client, psychology interns conduct two intake sessions to complete diagnostic assessments based on state and professional guidelines. Data gathered from the diagnostic assessment process is reviewed in supervision and/or case consultation in order to determine a mental health diagnosis and initial treatment objectives. Headway also receives frequent internal and external referrals for psychological evaluations. Psychology interns are supervised in the administration, scoring, and interpretation of results of a range of psychological tests, including intelligence,

adaptive, personality, and projective tests. Psychology interns are then supervised in integrating testing results with collateral information, background information, and behavioral observations to generate diagnostic impressions and treatment recommendations. They are also supervised in providing test feedback to clients and their families, as well as other referral sources such as mental health professionals, courts, child protection, school staff, and other agencies. If interested, psychology interns are also provided with the opportunity to complete psychosexual evaluations and sexual behavior assessments.

### *7. Intervention*

Establish and maintain effective relationships with the recipients of psychological services.

Develop evidence-based intervention plans specific to the service delivery goals. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

Demonstrate the ability to apply the relevant research literature to clinical decision making. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

Interns are provided clinical training with individual, group, and couples/family therapy. Psychology interns receive training in both long-term and short-term therapy as well as crisis intervention. Psychology interns are supervised in maintaining a stable therapeutic relationship and utilizing a range of theoretical approaches, based on client need, including cognitive-behavioral, psychodynamic, family systems, and play therapy. Based on interest, psychology interns are also introduced to specific evidence based interventions such as Trauma-Focused-CBT and Dialectical Behavioral Therapy. Our primary goal at Headway is to prepare psychology interns for generalist positions so that they are equipped for diverse employment positions. However, if psychology interns request to specialize in a specific area we will support growth and development in the area of their choosing. We encourage a balance between exploring new areas of practice and further developing current areas of expertise and interest.

### *8. Supervision*

Apply supervision knowledge in direct or simulated practice with psychology trainees, or other health professionals.

Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees. Demonstrates good knowledge of supervision techniques and employs these skills in a consistent and effective manner, seeking consultation as needed.

Psychology intern can build good rapport with supervisee.

### *9. Consultation and Interprofessional/Interdisciplinary Skills*

Demonstrate knowledge and respect for the roles and perspectives of other professions. Apply this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.

Psychology interns participate in consultation meetings with the multidisciplinary team at their site for a minimum of four hours per month. Psychology interns are expected to regularly present cases during case consultation, receive feedback, and provide feedback to other professionals. Psychology interns are also provided with experiences in consulting with other professionals including psychiatric psychiatrists, physicians, county workers, lawyers, teachers, and other school professionals. Psychology interns at times have to facilitate collaborative meetings with mental health case managers and county workers to review treatment progress and provide recommendations based on their work with clients. Finally, psychology interns are required to prepare one training

session based on their topic of choice for students and/or staff in order to develop skills in the organization and presentation of material in a professional setting.

## PROGRAM OVERVIEW

The doctoral psychology internship program at Headway Emotional Health Services is dedicated to maintaining the principles for training and practice set forth by the American Psychological Association (APA). For the 2019-2020 academic year we will have 2 doctoral psychology internship positions available. The internship is a full-time, 40 hours per week position, for one year beginning in early September for a total of 2000 hours. Psychology interns are asked to provide approximately 20 hours of direct client contact per week. A stipend of \$24,000 per year is provided, along with time off for state holidays and for training outside of the agency.

Headway's Psychology Internship has two separate yearlong tracks. One of which consists of interns being placed at the Richfield site and includes being involved in the Adolescent Sexual Behavior and Abuse (ASBA) program, which sees child and adolescent victims of trauma and youth sexual perpetrators. Additionally, psychology interns have an opportunity to co-facilitate a youth sexual offender group with a clinical supervisor. The other yearlong track consists of being placed at Headway's Golden Valley site and includes comprehensive training in DBT and provides opportunities to be involved in two adolescent DBT groups and/or one adult DBT group, as well as seeing adolescent DBT clients for individual therapy and taking coaching calls due to Headway's DBT program being DBT Adherent. Beyond both psychology internship tracks, psychology interns are still expected to treat general outpatient cases, which consist of children, adolescents, adults, couples, and families by way of psychological assessment and therapy.

## TRAINING ACTIVITIES

### *Intervention*

Headway provides therapeutic services across the human lifespan to children, adolescents, families, couples, adults and seniors from a perspective of evidence-based practice, but also awareness that each client is unique. In 2017, Headway served over 16,502 unique clients (individual or families that were not duplicated meaning they received services at least one time), and 66,008 individuals and families served indirectly through ancillary services such as providing psycho-education to students and parents by providing sex education to schools and conducting parent toolbox trainings, and 43% of the total clients served were classified as low income. With regards to gender of clients served, 52% were male and 48% were female. Unfortunately, Headway does not collect information regarding sexual orientation or diagnoses. However, with respect to client racial makeup, clients served reported being of the following ethnicities: 5% American Indian or Alaska Native, 2% Asian, 7% Bi-racial, 24% Black or African American, 4% declined to specify, 11% Hispanic or Latino, 4% Other, and 43% White/Caucasian. With concerns to ages of clients served, 22% were between 0-12, 50% were between 13-18, and 28% were over 18-years-old.

We provide services to clients across the spectrum of mental health severity from ADHD to SPMI. We see clients struggling with everything from parenting issues, divorce, a troubled marriage, a difficult teen, domestic violence, serious and persistent mental illness, or drug abuse. For children and adolescents, Headway offers many outpatient, in-school and other comprehensive options for youth experiencing difficulties in their family life and at school. Services include Day Treatment, play therapy, testing and assessment, sexual abuse treatment, and DBT. We also offer case management services. Our services, programs and education for adults run the gamut from outpatient therapy to medication management, sexual abuse treatment, DBT, and domestic violence counseling. Finally, we

also provide divorce education, parenting seminars and outpatient therapy for couples and families needing support when experiencing troubled times or family transitions.

Psychology interns at Headway provide a broad range of psychological interventions within the context of two of our outpatient clinics during their internship year. Additionally, they have the opportunity to complete psychological evaluations at one of the day treatment sites or school-based locations. Individual psychotherapy is the primary treatment intervention. Psychology interns also have the opportunity to co-lead psychotherapy groups during the year and they are strongly encouraged to develop and implement a therapeutic program or group of their own design. Opportunities for couples work and/or family therapy are also provided.

### *Assessment*

The breadth of psychological assessment at Headway covers the lifespan and adheres to evidence-based practices and community standards. Psychology interns have the opportunity to observe and participate in cognitive testing, achievement testing and objective, court ordered evaluations, and projective personality testing. Headway sees a large array of clients in many different arenas from child protection to juvenile justice and from the delivery room to the nursing home. We use many self-report assessments and screeners for assessing normal development, psychological functioning, chemical health and behavioral regulation.

Our goals in psychological testing are to provide a thorough picture of a client's present functioning that supports or clarifies the assessment and helps guide the appropriate treatment recommendations and plans for each individual client. We do not use a specific battery approach but rely on the expertise of our clinicians to choose the most appropriate assessment tool to provide the most pertinent information for the best outcome for the client. Our staff has the capability to provide testing for children, adolescents, adults, families and seniors. We also have staff that is trained in assessment and testing in the 0-5 range for appropriate development in social, psychological and cognitive functioning.

Psychology interns provide a broad range of psychological assessment services at Headway. Psychological assessments include clarification of the referral question, collection of relevant background information, interpretation of a wide range of assessment tools, the formulation of diagnostic impressions, and suitable treatment recommendations. Psychology interns are closely supervised throughout each stage of the assessment process. In addition to completing required screening tools for all individual clients, psychology interns are expected to complete at least 12 psychological assessment batteries during the internship year.

### *Supervision and Consultation*

Psychology interns receive a minimum of two hours of regularly scheduled, individualized supervision, and a minimum of three hours of regularly scheduled, group supervision/consultation/didactics each week totaling at least five hours by a doctoral-level psychologist licensed by the Minnesota Board of Psychology. Additionally, the psychology intern placed at Golden Valley will receive an additional hour of individual supervision every other week for DBT consultations. Furthermore, the psychology intern at Golden Valley receives additional DBT group consult hours, and the psychology intern placed at Richfield receives one additional ASBA consult hour.

Each psychology intern will be assigned to at least two primary clinical supervisors who will share supervisory duties in the areas of intervention and assessment respectfully. Consultation and group supervision/didactic presentations will occur every Wednesday from 9am-12pm and sometimes 9am-1pm depending on the week. These meetings will

provide ongoing support and education in how to best serve clients. A doctoral-level psychologist (Training Director) licensed by the Minnesota Board of Psychology is in attendance for group supervision/Consultation/Didactic presentations as well. Consultation groups are multidisciplinary teams that meet four hours a month to consult on cases based on Rule 29 and 47 regulations.

There is also a three to seven hour monthly didactic presentation held on every third Friday of the month in order to provide staff and psychology interns with more training. Some of the past diversity topics provided during the didactic presentations include: Working with Somali Clients and Families, Working with Advanced Aging, World View and “Me” As a Therapist, Diversity and what it means for Assessment and Treatment, Affirming the Rainbow Alphabet: An Overview of the Current Needs of People Who Identify As LGBTQIAP2S, Working with Cross-Cultural Couples, Youth Sexual Orientation and Gender Struggles, Working with LGBTQ Clients, Racialized Trauma and the Body, Introduction to Courageous Conversations About Race: A Practical Protocol for Navigating the Complexities of Cross-Racial/Cross-Cultural Relationships, Using Cultural Context to Inform Our Decision Making, Trauma-Informed Children’s Group in the American Indian Community, and Working with Native Clients and Families.

#### *Training and Education*

Since 2007, staff at Headway Emotional Health has received high-quality didactic presentations for continuing education credits. Staff members and psychology interns are required to attend bi-yearly All-Staff Meetings where the entire agency gets together for staff connection, an update on the status of the agency from the CEO, and a wide range of didactic trainings. The location of the all staff meetings varies depending on availability. Each presentation at the all-staff meetings are three hours in length.

In addition, staff members and interns have the opportunity to attend half day/full day trainings throughout the year. All trainings are free of charge and provide continuing education credits. These half day/full day trainings are three to seven hours in length and occur at Headway’s Golden Valley Outpatient Mental Health Clinic. Presenters for all trainings are either Headway employees or members of the community with expertise and the subject they are presenting. Staff and psychology interns are also encouraged to attend offsite trainings, and depending on what the topic/training is, Headway will compensate up to \$1,000.

#### *Evaluation*

Psychology interns receive ongoing evaluation of their performance in weekly supervision. In addition, the psychology intern’s primary clinical supervisors complete a mid-point and end point performance evaluation with the use of the Psychology Trainee Competency Assessment Form, which includes all nine CoA Profession Wide Competencies. At the end of the internship, psychology interns will also be asked to evaluate, in writing, their supervisor and training experience.

#### *Dissertation Completion*

While time can be made available to complete dissertation requirements, such activities cannot detract from primary training goals and direct client contact. Psychology interns can discuss time for dissertation completion with their primary clinical supervisors.

#### **APPLICATION AND SELECTION PROCEDURE**

Each academic year, there will be two doctoral psychology internship positions available. The positions are open to students enrolled in doctoral programs in clinical and counseling psychology. Preference is given to applicants from

APA-approved programs in clinical and counseling psychology. Individually and culturally diverse applicants or members from underrepresented groups are especially encouraged to apply for internship. Several culturally diverse psychology interns who previously completed their internship at Headway indicated that the large surrounding metropolitan area offered them many opportunities to connect with people of similar and different cultural backgrounds in a variety of ways such as attending concerts, plays, sporting events, etc. Additionally, they endorsed obtaining more insight into determining how diverse a client may be from their own world view and how much difference that diversity means to treatment considerations. Perspective psychology interns are required to have completed all formal coursework and practicum training prior to the beginning of internship. Completion of doctoral dissertation is not required.

All applicants to our internship training program are required to submit an AAPI through the APPIC portal. Headway also requests submission of a writing sample (psychological assessment report). Interviews are then offered on site or through Skype in instances in which prospective psychology interns are unable to attend an in-person interview. No phone interviews will be offered. Selection of psychology interns is made primarily on the basis of demonstrated competence as described in their AAPI. Beyond this, interview information is considered strongly in determining the goodness of fit of the applicant with the program. Given our breadth of services provided for clients, we do not require students to have a specific population of interest or skill level.

We are members of APA on contingency status and therefore will use the standardized APPIC Application for Psychology Internship (AAPI) form. Applications are due November 30, 2019. Although not required, you may wish to include a sample psychological assessment report.

If you have any further questions about our internship program or the application process, please contact:

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