

Irby Psychological Services, LLC

Internship Brochure

2024-2025

(Revised July 2023)



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IPS Introduction

Irby Psychological Services (IPS) is a private outpatient multidisciplinary, multi-site clinic that has been providing mental health and related services in Mississippi since 2020 to a predominantly neurodiverse, multicultural, and underserved population. For Interns training at IPS, they will be engaged in an array of psychological services to include psychological assessments and interventions for children, adolescents, and adults. Interventions include individual psychotherapy, family therapy, parent-training, and group social skills. Psychological assessments include both psycho-educational and psychological evaluations (measures include intelligence, achievement, personality, and behavioral tests, and other specialized evaluations including autism-specific measures). Some evaluations are multidisciplinary in nature and conducted alongside speech-language pathologists and other related service providers (e.g., occupational and physical therapists, behavior analysts, etc.). Our aim is to prepare Interns for general practice in applied psychology informed by a solid foundation of knowledge of evidenced-based practice.

About IPS

Opportunities during internship will include working with culturally diverse clients representing a broad spectrum of diagnoses -- with a solid focus on neurodevelopmental disabilities throughout the lifespan (e.g., autism, ADHD, intellectual disabilities, specific learning disorders, etc.), conduct diagnostic evaluations and learn a variety of treatment approaches to include evidence-based practices such as parent-child interaction therapy (PCIT), applied behavior analysis (ABA), cognitive behavioral therapy (CBT), dialectical behavior therapy (DBT), and acceptance and commitment therapy (ACT). Psychology Doctoral interns typically engage in various forms of interventions, assessments, and consultation. Regularly scheduled seminars and didactic trainings enhance developing skills while Interns simultaneously serve as mentors to practicum students from local universities to gain further experience in supervision of others.

Locations

At our primary location in Southaven, Mississippi is a new multidisciplinary clinic including psychology, counseling, social work, speech therapy, and ABA therapy and we hope to add occupational and physical therapy as well once we are in our new building in March of 2024. Interns who rotate through our Southaven clinic will have the opportunity to participate in multidisciplinary evaluations, observe services provided by other disciplines, and learn how to run a private practice.

Our secondary location is in Clarksdale, Mississippi and is considered an outreach clinic for an underserved area in the Mississippi Delta. At this location we provide primarily ABA therapy with some counseling, social work, and speech services. Interns who rotate through this site will help conduct psychological evaluations 1-2 times per month. We can also provide supervision and training in ABA therapy for interested interns at this location.

We also have a third location in Cleveland, Mississippi, but we do not expect our psychology interns to rotate through this clinic as we only provide ABA therapy at this location.

Southaven

7075 Golden Oaks Loop West
Southaven, MS 38671

*(new location in Southaven currently
under construction)*

Clarksdale

132 Sunflower Avenue
Clarksdale, MS 38614

Cleveland

301 Hospital Drive Suite B
Cleveland, MS 38732

Requirements for Admission

IPS follows the APPIC guidelines for all applicants. The most current version of the guidelines may be found at <https://www.appic.org/>.

Applicants to IPS must be currently enrolled in an APA-accredited Ph.D. or Psy.D. program in school, clinical, or counseling psychology or a similar program. The following are required for admission into the internship program:

- At least 3 years of experience working with children, adolescents, and families within graduate training program
- Experience administering and interpreting a variety of psychological assessment measures
- Accepted to doctoral candidacy
- Pass background check

Application and Selection Procedures

Application:

To complete the application procedure, the following materials are to be submitted, via uploading the information to the APPIC server, to the Director of Clinical Training no later than November 1st.

- The APPIC Application located at www.appic.org.
- In the cover letter submitted through the APPIC process, please address the following two questions:
 - In terms of self-awareness, what have you observed about yourself while doing clinical work that is something you do well; and, also, what is something that you have observed about yourself while doing clinical work that you need to improve on?
 - In addition to gaining more experience, what are you hoping to gain out of your internship this year?
- Two letters of reference from professionals best able to provide information about clinical and professional skills and potential.
- A writing sample to include a redacted comprehensive psychological assessment that includes a cognitive measure, academic measure, adaptive behavior measure, behavior rating scales, and other relevant measures based on the individual referral concern.

Selection Process:

The initial screening process will begin upon receipt of all materials requested on the application form. Following receipt and review of this material, the Selection Committee will divide up applications and select eligible applicants. Afterwards, the eligible applicants will be contacted for a personal interview.

Mission Statement

Irby Psychological Services seeks to expand behavioral health and related services within our community and empower people to grow throughout the lifespan.

Vision Statement

Irby Psychological Services seeks to be a leader within the Mid-South in providing quality, evidence-based services to people from birth through adulthood. Our mission is to:

- Deliver high-quality individualized services
- To provide services to individuals regardless of their inability to pay
- Develop a diverse team of skilled professionals
- Serve a diverse population reflective of our community
- Increase services to rural, underserved areas within Mississippi
- Foster employee growth through ongoing training and professional development
- Support employee well-being through promotion of a fun work environment and ensuring all employees are paid a living wage
- Employ problem solving skills and technology to best support staff and clients
- Provide excellent customer support to best ensure outstanding service

Core Values

Irby Psychological Services is a small yet growing business that offers benefits similar to a larger organization but with all of the charm and personal touches of a small company. At IPS we maintain a strong focus on employee satisfaction, personal and professional growth and development, work-life balance, flexible schedules, and emphasize the importance of family, as we are a family owned company. While the clients' growth is critical, we believe their growth stems from employees who feel well-supported by their organization. When employees are happy and excited to come to work they are more productive, and productive employees directly impact client growth.

Diversity Statement

IPS's psychology internship program is committed to creating a culture of inclusion and equity for interns and staff. As a training site, we are dedicated to providing a safe and welcoming environment for interns to explore intersecting identities and how they impact clinical work. The training program strives to grow in our awareness, reduce barriers and bias, and strengthen our multicultural competence.

Professional Staff, Psychology Interns, and Students

Our current Director of Training is responsible for reviewing initial applicants and sharing applications with the admissions committee and supporting the committee in ranking potential interns. They are also responsible for notifying selected interns on match day of their placement and providing ongoing communication with matched interns about onboarding procedures and program updates as needed. They also ensure didactic trainings and regular group supervision meetings are scheduled. They will also provide direct supervision to interns who are placed across our sites. They will also ensure that intern evaluations, supervisor evaluations, and site evaluations are completed regularly and serve as the point of contact for university training programs. They are also responsible for ensuring that the annual reports for APPIC are completed and submitted on time.

Internship Mission Statement

The mission of the doctoral psychology internship at IPS is to prepare interns for entry-level professional practice in clinical child and adolescent psychology and encourage them to continue their career in the underserved area of Mississippi. The internship strives to train psychology interns to serve, competently and ethically, the mental health needs of children, adolescents, and their families in

a variety of clinical settings, including rural outreach clinics. Interns are exposed to both a high-level of scientific activity and practice innovation through their experience, as well as receive opportunities to collaborate care with other related service providers.

Philosophy

IPS believes that psychological practice is informed by psychological science. As such, IPS believes that professional competence and identity are developed and consolidated through supervised clinical practice, didactic training, scholarly inquiry, and the opportunity to work collaboratively with psychologists and professionals in other related fields including counseling, social work, speech/language pathology, occupational therapy, physical therapy, and behavior analysis. Accordingly, IPS allows for interns to assume major clinical responsibilities with hands-on appropriate supervisory support, didactic training, professional role modeling, knowledge of community resources, and knowledge of administrative systems.

Training Model: Practitioner-Scientist

IPS's overarching program model reflects the scientist–practitioner approach that balances knowledge and competencies in both research and practice, integrating these two functions throughout the training program (Frank, 1984; Raimy, 1950). Interns have the opportunity to draw upon the scientific literature to make decisions regarding practice with a focus on high-quality, evidence-based services. Interns are also instructed regarding basic program evaluation techniques and treatment monitoring and evaluation to determine the effectiveness of their assessments and interventions, especially when participating in the ABA add-on rotation. Interns are encouraged to use a scientific problem-solving model to make clinical decisions by operationalizing problems, identifying appropriate data collection techniques, analyzing and interpreting data collected, and utilizing the findings to determine the target variables for intervention.

The research preparation for interns is based on a “scientist as producer” model. Clinically, interns are also trained to develop skills as case managers, clinicians in comprehensive school and multidisciplinary settings, and supervisors of others who provide educational and psychological services to children, adolescents, and families. The internship program also seeks to produce psychologists who have specialized skills designed to match their interests and future career goals.

Training Aims and Competencies

1. Research

Interns will independently evaluate current scientific research to enhance clinical practice. Interns will utilize databases, professional literature, seminars and training sessions, and other resources to demonstrate application of research to practice. Additionally, interns will demonstrate an understanding of applied research through learning and administering research-based, semi-structured clinical interviews and screening measures in our private practice setting.

2. Ethical and Legal Standards

Interns will demonstrate knowledge of APA ethical and professional standards and consistently apply these standards. Interns will proactively identify ethical and legal issues and seek consultation as needed.

3. Individual and Cultural Diversity

Interns will demonstrate knowledge, skills, and sensitivity in order to work effectively with clients from diverse populations. Interns will apply knowledge of culturally sensitive approaches to practice. Additionally, interns will demonstrate awareness of how their own background and individual differences might impact clients. Interns will strive to self-monitor their responses to differences and utilize supervision as needed to appropriately address diversity issues in the therapeutic relationship.

4. Professional values, attitudes, and behaviors

Interns will demonstrate professional values, attitudes, and behaviors to develop and maintain constructive working alliances with clients. Interns will also demonstrate professional interactions when collaborating with peers, colleagues, students, supervisors, and members of other disciplines, consumers of services, and community organizations.

5. Communication and interpersonal skills:

Interns will demonstrate professional communication and interpersonal skills and respond professionally to complex situations. They will manage their own affect appropriately while demonstrating an awareness of personal issues within a professional clinical setting. They will demonstrate competency in the management of difficult communications while communicating with professional language and concepts.

6. Assessment:

At IPS, interns are exposed to a variety of assessments during psychological and psychoeducation evaluations throughout the lifespan. Assessment measures that interns will be trained to use or exposed to during internship include: RIAS-2, WISC-V, WAIS-IV, WJ IV ACH, WJ IV ECAD, WJ IV Oral Language, CTONI, PTONI, GORT-5, WIAT-IV, CTOPP, ADOS-2, CARS-2, MIGDAS-2, Vineland-3, BASC-3, SRS-2, Brown EF/A, CDI-2, MASC-2, Conners-4, BAI, BDI-2, MMPI-3, MMPI-A-RF, DP-4, and Battelle-3. If appropriate, interns will also learn how to complete trauma screeners like the PCL-5 and LEC-5 for adults and the CPSS-V for children. If interns choose to rotate through our ABA clinic, they will also be exposed to various ABA assessment measures including the VB-MAPP, ABLLS-R, and PEAK.

7. Intervention:

At IPS, interns will have the opportunity to provide a variety of individual, family, and group therapy during their internship year. Different evidence based strategies that clinicians at IPS currently utilize and can supervise students in learning include PCIT, EMDR, DBT, ACT, CBT, TF-CBT, parent training, social skills, and ABA. Interns will have the opportunity to observe different therapists (e.g., LPCs, LCSWs, and psychologists) to learn from a variety of theoretical frameworks.

8. Supervision:

Interns will receive live supervision during assessment cases, as well as regularly scheduled individual supervision with their licensed supervisor totaling at least 2 hours per week. In

addition, interns will participate in one hour of group supervision weekly on Fridays, and participate in weekly ABA case supervision (if appropriate). Interns will also have the opportunity to supervise practicum students from local Universities and receive hierarchical supervision in this area.

9. Consultation and Interprofessional/Interdisciplinary Skills:

Interns will have the opportunity to participate in interdisciplinary evaluations with speech-language pathologists and other providers, as well as consult with counselors, behavior analysts, speech-language pathologists, and other related service providers regarding cases. Through our outreach clinic in Clarksdale, interns will have the opportunity to provide teacher consultation and school-based behavioral support at local schools.

Training Methods

Training is accomplished through direct clinical experience, individual and group supervision, didactic seminars, professional consultation with other licensed providers on staff, continuing professional education, and scholarly readings. Psychology staff provides primary individual supervision. Interns are integrated as full staff members into the IPS workplace. Consultation to and with other disciplines regarding specific therapeutic questions or interventions is available and encouraged. The internship's direct service component draws from clients and programs across the multi-service agency.

Program Descriptions

Psychological Assessment

All interns will be expected to complete 2-3 assessments per week during their internship year. They will rotate supervisors halfway through the year to provide a balanced opportunity for learning different perspectives of assessment. If the intern opts out of the ABA track (see information below), then they will complete one additional assessment per week, as well as increase their individual therapy caseload.

ABA Track

For interns who are looking to gain hours for the BCBA certification or would like more experience providing ABA services, they will have the opportunity to spend 1.5 days (12 hours) per week in our ABA clinics (one full day in an outreach clinic, a half-day in our primary clinic) under the supervision of a BCBA.

Social Skills Groups (add-on)

For interns who are looking to gain additional experience providing group therapy to children, adolescents, and young adults they may participate and lead 1-2 social groups per week. Groups currently include several young elementary groups (boys and girls), older elementary (boys and girls) groups, middle school boys groups, high school (boys and girls) groups, and a young adult group (co-ed). Interns may select which groups they would like more experience with during their internship year. Skills taught during groups include social emotional learning based on curriculums such as the Little Spot books, dialectical behavior therapy (DBT) skills, and acceptance and commitment therapy (ACT).

Therapy

All interns will maintain a caseload of 4-8 individual and/or family therapy cases throughout their internship year. Some cases may be co-therapy alongside their supervisor and some cases may be independently facilitated by the intern. Therapy interventions will be individualized for each case and based on the experience and training of the intern's supervisor and may include a variety of CBT, DBT, ACT, PCIT, TF-CBT, and parent behavior management.

Activities and Time Allocation

Program/Service	Days of the Week	Hours per week
Group supervision	Fridays 1:00-2:00	1
Individual Supervision	TBD	2
Didactics	Fridays 2:00-3:00	1
Supervision of Practicum Students	TBD	1
Office-Based Therapy	TBD	4
Psychological Testing (not including report writing and scoring)	2-3 assessments per week	9
ABA Therapy	TBD	7
Administrative Time (i.e., writing progress notes, treatment planning, assessment scoring, and assessment report writing)	TBD	15
Total Hours	–	40

Supervision, Didactics, and Scholarly Inquiry Supervision

Supervision and training are integral components of the internship program. Through intensive supervision and training in a variety of psychological services, professional competence in the practice of clinical psychology is fostered and developed. Individual and group supervision are provided in each of the treatment settings by licensed doctoral-level psychologists.

Individual Supervision: 2 hours per week:

- 1 hour per week therapy supervision (includes ABA Add-on, if applicable)
- 1 hour per week assessment supervision

Group Supervision/Consultation: up to 5 hours per week:

- 1 hour per week group supervision with other interns
- 2 hours per month case staffing for related disciplines, present on cases at least once per month
- 2-4 hours per month behavior technician group supervision meetings

Supervisor Accessibility and Back-Up Coverage:

Supervision occurs in-person and face-to-face and the supervisor maintains full professional responsibility for all clinical cases. If a situation occurs in which meeting in-person cannot be done safely, then supervision will occur virtually using a secure, user-friendly, HIPAA compliant video platform. Such situations would be short-term, routinely assessed with the expectation that in-person supervision would resume as soon as safely possible. The ethics related to the use of virtual supervision and/or therapy are covered during orientation.

In the event that an immediate supervisor is unavailable and a need for consultation occurs, trainees can follow the following steps:

- Contact the Training Director via cell phone.
- Should the Training Director be unavailable, please contact the Chief Psychologist via cell phone.

Didactics and Continuing Professional Education

Interns are provided with weekly didactic training that is presented by various licensed providers throughout the IPS team including our licensed professional counselors, speech pathologists, behavior analysts, licensed clinical social workers, and licensed psychologists. We also have other professionals

present at didactic sessions throughout the year including physicians and lawyers around relevant topics of interest to the interns.

Interns are also encouraged to attend professional conferences and present their research (e.g., dissertation) at local or national conventions throughout their internship year. As a psychology team, all licensed psychologists and interns will attend the Mississippi Psychological Association meeting in September of each year. For interested interns who are on the ABA track, they will also have the opportunity to travel to the Behavior Analysis Association of Mississippi (BAAMS) conference in October of each year.

Scholarly Inquiry

Interns engage in a variety of activities designed to develop their competence in conducting independent scholarly inquiry. These activities include making formal case presentations with relevant literature reviews, reading professional journals and books, leading article discussions, and participating in seminars that focus on treatment, treatment outcome research and related methodological issues.

Performance Reviews, Remediation, Intern Rights and Administrative Procedures

Performance Evaluation

A variety of opportunities for mutual evaluation and feedback regarding the intern's training progress and outcome are provided through:

- Ongoing feedback in weekly individual and group supervisions and training seminars utilizing audio tapes, detailed notes, and/or live observation (i.e., family therapy sessions).
- Written evaluation after each formal presentation of cases in each of the seminars and supervision groups.
- Individual meetings in November and May with the intern supervisors to discuss the intern's progress toward their training goals and areas for focus until the next formal written evaluations at mid-year and end-of-year. Interns will be provided with a written summary of the discussion.
- Mid-year and end-of-the-year formal written evaluations with supervisors and seminar instructors.

Remediation

If an intern exhibits chronic issues that impact the delivery of treatment, client care, ethical practice, professional conduct, or serious deficiency in their expected progress, a remediation plan may be developed. In such a case, the process will be as follows:

- The intern will be informed of the concerns regarding their progress in supervision and given an opportunity to work on them.
- If this is not sufficient to address the concerns, the supervisor will inform the intern that there will be a meeting to more formally address the concerns. The meeting will include the Training Director, intern's supervisor(s), and academic Training Director to outline the concerns and what the intern can do to improve in those areas. This meeting will include a written summary of the issues to be addressed, and a date to review the intern's progress.
- If the concerns are still not addressed at the next review date, the intern will be placed on a written remediation plan, which will include the following:
 - Identification of the problem areas,
 - The desired goals towards resolving the deficiency,
 - The steps the intern can take to improve,
 - The timeframe in which the plan will be formally reviewed with the Director of Training, the intern's supervisors, and academic Training Director to assess progress (these meetings will include written feedback regarding the intern's progress toward the goals), and
 - What steps may be taken if the remediation plan is unsuccessful.

Implementation of a remediation plan is determined by the Director of Training and the individual's

supervisors. The intern is actively involved in the process through formal meetings in which the plan is reviewed and the intern is given written feedback regarding their performance. Length of remediation can vary depending on the identified areas.

Decisions regarding successful completion of the remediation plan are determined by the Director of Training and supervisors following a formal review with the intern. The intern's academic training director is involved throughout the process.

Leave of Absence

All Interns are expected to maintain continuous employment at IPS for 12-months for full-time interns and 24-months for part-time interns. An intern who must take off more time than allowed by the paid time off policy must request a leave of absence in writing. The Leave of Absence Request Form must indicate the general reason for the request and specify the anticipated date of return. Submission of this form will be taken as confirmation that the intern understands that pay during the leave will be based on the conditions approved by IPS at the time the leave is granted, contingent on budget and availability of indirect work (e.g., report writing only). This request must be approved by the director of training and the intern's immediate supervisor. Any extensions beyond the period initially requested must be justified and reapproved by all parties. Interns who fail to return to the program at the end of their approved leave without notification to the program may be considered for termination from the internship.

Harassment and Discrimination Grievance Procedures

IPS does not tolerate sexual or racial harassment or discrimination. IPS's procedures for dealing with suspected harassment may be found in the IPS Employee Handbook. Harassment is conduct that is based on a person's race, color, religion, creed, ethnic or national origin, sex, sexual orientation, gender identity/expression, disability, age (as applicable), status as a covered veteran, genetic information, or any other category protected by federal or state civil rights law that (a) adversely affects a term or condition of an individual's employment, education, participation in an institution's activities or living environment; (b) as the purpose or effect of unreasonably interfering with an individual's employment or academic performance or creating an intimidating, hostile, offensive or abusive environment for the individual; or (c) is used as a basis for or a factor in decisions that tangibly affect an individual's employment, education, and/or participation in an institution's activities or living environment. Examples of such conduct include, but are not limited to (a) verbal or physical conduct relating to a student's national origin, race, surname, skin color or accent, offensive or derogatory jokes based on a protected category; racial or ethnic slurs; (b) pressure for dates or sexual favors or other unwanted sexual advances; (c) unwelcome comments about a person's religion or religious garments; (d) offensive graffiti, cartoons, or pictures; or (e) offensive remarks about a person's age.

Discrimination is treating someone less favorably because of that person's race, color, religion, creed, ethnic or national origin, sex, sexual orientation, gender identity/expression, disability, age (as applicable), status as a covered veteran, genetic information, or any other category protected by federal or state civil rights law. Discrimination may also result from having a policy or practice that has a disproportionately adverse impact on protected class members. Examples of conduct that fall into the definition of discrimination include, but are not limited to, (a) disparity of treatment in educational programs and related support services on the basis of membership in a protected class, and (b) retaliation for asserting protected anti-discrimination rights, filing complaints or protesting practices which are prohibited under this policy.

All IPS staff have a responsibility for ensuring that discrimination, harassment, or inappropriate conduct is immediately reported so that a prompt investigation can occur, they deal expeditiously and fairly with allegations of harassment or discrimination. All complaints or concerns of alleged or possible harassment or discrimination are taken seriously and reported to the Human Resources Manager: Shelby Crocker, shelby@irbypsychservices.net or (662)-228-0162 or by completing a grievance form here: <https://irbypsychservices.net/feedback-grievances>

Interns can file a complaint of discrimination, harassment, sexual misconduct or retaliation by contact the Human Resources team by:

- Sending an email to humanresources@irbypsychservices.net
- Completing the online form: <https://irbypsychservices.net/feedback-grievances>

Anyone occupying a management or supervisory role who knowingly allows or tolerates discrimination, harassment, or retaliation, including the failure to immediately report such misconduct is in violation of this policy and subject to discipline.

Other Grievances

In other cases of problems, interns should communicate with the person with whom they have a complaint and try to come to a resolution. They should also feel free to consult informally with their supervisor, other supervisors, other licensed providers, and peers, including other interns, and discuss the issue confidentially. They may elect to have a peer or another licensed provider with the Director of Clinical Training to discuss ways to resolve the problem. If they are unsatisfied or remain concerned about the problem after consulting informally with the supervisor or other interns, they may directly go to the internship Training Director or any other licensed supervisor. They may email them or put a written complaint into their mailboxes. With the exception of harassment and discrimination complaints (see above), the nature of these conversations can be kept confidential.

Term, Salary, and Benefits

Term

The internship will start on July 1st, 2024 and continue through June 30th, 2025. Interns will be expected to complete 2000 hours (full-time) or 1000 hours (parttime) during the year.

Salary

Full-time interns will be paid \$35,000 for the year and part-time interns will be paid \$17,500 for the year. Interns will also have access to other benefits at IPS including, but not limited to: health insurance, 401K plus match, dental, vision, short-term disability, and other benefits that are provided to IPS hourly employees.

Paid Time Off and Holidays

Interns will receive 12 days of paid time off for their internship year, which they can use to cover sick leave, vacation, or other personal days. Conference travel does not count towards paid time off. IPS observes the following holidays: New Year's Day, Martin Luther King, Jr. Day, Good Friday, Easter Monday, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving and the day after, Christmas Eve, Christmas Day, and New Year's Eve.

Questions

Questions regarding the status of your application or the application process should be directed to Ms. Shelby Crocker at shelby@irbypsychservices.net or (662)-228-0162.

Questions about the internship program or application content should be directed to Tera Bradley, Ph.D. at tera@irbypsychservices.net or (662)-228-0506.

The agency website is www.irbypsychservices.net

For current status of the internship you may call:

APPIC Central Office
10 "G" Street, NE
Suite 750
Washington, DC 20002
(202) 589-0600

Internship Student Evaluation Form

Irby Psychological Services

Student:

Site:

Supervisor(s):

Approximate dates of internship experience: From _____ to _____

Description of responsibilities:

Please evaluate the student under your supervision using the following rating scale:

1. Is **not observed** or is not applicable.
2. Is **unsatisfactory**, does not meet expectations, requires very close supervision, and needs substantial additional training.
3. Is **satisfactory**, meets expectations, and requires the typical amount of supervision.
4. Is **excellent**, exceeds expectations, and could function independently.

Please complete the ratings based on the student's present level of training (for example, the first practicum versus internship) and the typical expectation for students at that level.

A. Personal Characteristics

- 1. Demonstrates appropriate professional attitude.
- 2. Accepts responsibility for work.
- 3. Demonstrates emotional stability.
- 4. Demonstrates appropriate poise, speech, and tact.
- 5. Demonstrates sound professional judgment.
- 6. Considers the scientific foundations supporting assessment, intervention, and consultation practices.
- 7. Demonstrates attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving.
- 8. Employs technological tools for accessing, managing, and disseminating information to enhance professional practices
- 9. Establishes and maintains rapport with children and adolescents.
- 10. Establishes and maintains rapport with parents and caregivers.
- 11. Establishes and maintains rapport with teachers, other related service providers, and colleagues.

Comments:

B. General Work Habits

- 1. Abides by expectations for clothing and grooming.
- 2. Keeps appointments and arrives on time.
- 3. Manages time effectively.
- 4. Makes arrangements for planned absences.
- 5. Completes tasks on time.
- 6. Completes required number of days and hours at site.

Comments:

C. Administrative, Legal, and Ethical Practices

- 1. Demonstrates knowledge of and complies with administrative regulations and procedures.
- 2. Demonstrates knowledge of and complies with legal aspects of the profession.
- 3. Demonstrates knowledge of and complies with ethical guidelines of the profession.
- 4. Consults with others about ethical issues as necessary.

Comments:

D. Response to Supervision

- 1. Seeks supervision when necessary.
- 2. Brings all necessary materials to supervision sessions.
- 3. Applies supervisor's recommendations addressing professional growth and development.
- 4. Applies supervisor's recommendations addressing professional practices.
- 5. Understands own strengths and weaknesses and targets areas needing improvement.
- 6. Presents cases in a systematic and clear manner during supervision.

Comments:

E. Sensitivity to Diversity and Individual Differences

- 1. Demonstrates awareness of own culture, values, and experiences and their effects on professional and interpersonal interactions.
- 2. Considers the influence of race/ethnicity, culture, values, and experiences and other individual differences when conceptualizing cases.
- 3. Applies knowledge of developmental processes when conceptualizing cases.
- 4. Demonstrates sensitivity to the effects of culture, values, and experiences during assessment activities.
- 5. Demonstrates sensitivity to the effects of culture, values, and experiences during intervention activities.
- 6. Demonstrates sensitivity to the effects of culture, values, and experiences during consultation and collaboration activities.

Comments:

F. Psychoeducational and Diagnostic Assessment

- 1. Demonstrates understanding of psychometric measurement properties and applies relevant standards of practice.
- 2. Selects appropriate assessment instruments to address referral concerns.
- 3. Motivates clients and manages problem behaviors during testing.
- 4. Administers and scores assessment instruments accurately.
- 5. Integrates information from multiple methods (e.g., tests, records review, interviews, and observations) and informants (e.g., parents and teachers) during interpretation.
- 6. Conceptualizes the meaning of assessment results based on required eligibility and diagnostic frameworks and goals of the assessment.
- 7. Writes reports that accurately and clearly describe assessment results.
- 8. Orally presents assessment results and associated recommendations to others.

Comments:

G. Interventions

- 1. Appropriately links assessment results to the development of interventions.
- 2. Demonstrates broad knowledge of social, emotional, and behavioral interventions.
- 3. Demonstrates broad knowledge of academic interventions.
- 4. Identifies and employs evidence-based interventions.
- 5. Considers client characteristics and environmental supports when designing and implementing interventions.
- 6. Considers the acceptability of the treatment to the client when designing and implementing interventions.
- 7. Implements individualized interventions.
- 8. Implements group-based interventions.
- 9. Writes reports that accurately and clearly describe intervention information.
- 10. Orally presents intervention information to others.

___ 11. Systematically monitors and evaluates client response to interventions.

Comments:

H. Consultation

___ 1. Demonstrates communication and interpersonal skills required for effective consultation with others.

___ 2. Supports others in properly implementing interventions.

___ 3. Supports others in systematically monitoring and evaluating client response to interventions.

___ 4. Facilitates collaboration among teams of school personnel, families, community professionals, and others.

Comments:

I. Provision of Supervision

___ 1. Provides informal mentoring to others in training.

___ 2. Provides regularly scheduled supervision to others in training.

___ 3. Demonstrates communication and interpersonal skills required for effective supervision.

___ 4. Demonstrates the advanced knowledge of assessment, intervention, or consultation required for effective supervision.

___ 5. Promotes evidence-based practice during provision of supervision.

___ 6. Provides affirming and constructive critical feedback to supervisee.

___ 7. Considers the level of professional development of the supervisee when providing feedback and recommendations.

Comments:

Direct Observation

This evaluation was based on at least one direct observation (such as a live observation or audio or video recording) of the intern's provision of services during practicum, per the new APA Standards of Accreditation.

YES NO

Overall Evaluation

The student meets expectations for the practicum experience.

YES NO

Recommendations for the student's development:

Recommendations for the university's training program:

Recommendations for improving the quality of the practicum experience:

Name of evaluator:

Date:

Signature:

Supervisor Feedback Survey

Adopted from Simon & Swerdlick, 2017

Rating Scale: (4) Strongly Agree, (3) Agree, (2) Disagree, (1) Strongly Disagree, (0) Does not Apply

The Supervisory Relationship: Interpersonal Process

The professional literature has identified the main characteristics of an effective supervisor and supervisory relationship and the supervisory process that fosters a positive relationship.

My Supervisor:

1. ____ Spends time in rapport building to establish a personal foundation for our relationship
2. ____ Is empathetic
3. ____ Is genuine/nonjudgmental
4. ____ Is respectful towards me
5. ____ Creates a safe learning environment
6. ____ Is flexible
7. ____ Is accessible
8. ____ Sets high goals
9. ____ Notes and integrates my strengths into supervision
10. ____ Is open to feedback
11. ____ Maintains professional boundaries
12. ____ Demonstrates awareness of what else is occurring in my life and supports self-care
13. ____ Only addresses personal issues that are relevant to clinical and professional development and does so in a respectful and emotionally supportive manner
14. ____ Appropriately utilizes self-disclosure during supervision
15. ____ Is attuned to diversity issues in the supervisory relationship, open, supportive, and respectful in acknowledging the potential impact of differences
16. ____ Models respect and professionalism toward me and others
17. ____ Advocates for my needs
18. ____ Maintains regular “protected” time for supervision
19. ____ Specifies how to handle requests for additional supervision
20. ____ If I had more than one supervisor, my primary supervisor communicates with other supervisors for purposes of evaluation, monitoring my progress, and managing workload

Developmental Domain

Supervision requires attention to the Developmental stages of intern growth, providing as much structure as necessary, assessing training goals and needs, providing effective formative feedback and summative evaluation, deploying multiple methods of supervision, and guiding the supervisee toward independent practice.

My Supervisor:

21. ____ Employs a Socratic approach consistent with my developmental level (does not just tell me the answers)
22. ____ Clearly defined roles, responsibilities, and expectations at the outset of supervision through utilization of a written contract and/or focused discussion of the nature of our supervisory relationship
23. ____ Requires and models appropriate planning for supervision including advance agenda planning
24. ____ Requires and models appropriate planning for psychological consultation, problem-solving, and intervention activities including review and recommendations prior to engaging in these activities.
25. ____ Models and requires appropriate documentation of professional activities

26. ____ Engages me in a developmental assessment of my entry skill levels across Internship Plan domains, delineating areas where I have some mastery and where I need additional experience and closer supervision
27. ____ Engages me in goal setting and identification of my perspective of needs for training and supervision
28. ____ Provides fair, understandable, and timely formative feedback through-out the internship recognizing my competencies and suggesting areas of growth and improvement
29. ____ Provides formal comprehensive summative feedback as required by the IPS
30. ____ Provides summative feedback that is unsurprising (all issues of concern were previously noted in ongoing formative feedback)
31. ____ Notes both strengths and areas requiring further development during feedback and evaluation
32. ____ Provides a balance of dependence and independence appropriate to the various stages of the internship
33. ____ Uses multiple supervision methods during supervision (indicate methods utilized below)
 1. Modeling and Demonstration: yes or no
 2. Intern self-report: yes or no
 3. Cotherapy and consultation: yes or no
 4. Live observation: yes or no
 5. Video recording: yes or no
 6. Audio recording: yes or no
 7. Coaching: yes or no

Ecological Domain

Supervision requires attention to ecological, systemic, multicultural, and diversity elements of professional practice. It is impossible to understand individual students, classrooms, or school communities without understanding their interaction with larger environments.

My Supervisor:

34. ____ Oriented me to the workplace culture and, as appropriate, to the representative ethnic cultures present in the different outreach clinics
35. ____ Provides sufficient opportunities for training and involvement in parent conferencing and consultation and/or parent training programs
36. ____ Engages me in case conceptualization, problem-solving, and intervention planning that addresses both individual and contextual factors (i.e., family, peer, classroom, school, cultural, community, etc.)
37. ____ Fosters my acquisition of evidence-based academic and/or mental health intervention strategies that are appropriate for my clients
38. ____ Provides sufficient training and involvement appropriate for an intern in program development and leadership skills
39. ____ Specifically addresses and provides sufficient training in multicultural and diversity competency
40. ____ Addresses multicultural and diversity contextual factors as part of problem-solving
41. ____ Teaches me how to manage dysfunctional elements of the system and protects my intern status (focus on training not less expensive employee)

Problem-Solving Domain

Problem-solving is the core activity of school psychology. It is rooted in data-based decision-making that links assessment to intervention, addresses both individual and contextual factors, applies empirically supported intervention strategies, monitors outcomes to revise strategies as necessary, and fosters reasonable innovation to treat complex problems while continuing to monitor intervention effectiveness. Supervision activity centers on these activities and strives to teach the intern effective case conceptualization and intervention strategies to apply to the full range of psychological issues.

My Supervisor:

42. ____ Engages effectively in collaborative problem-solving
43. ____ Uses a systematic approach to problem-solving (problem identification, problem analysis, etc.)
44. ____ Thinks out loud (shares his/her internal process while engaged in problem-solving)
45. ____ Encourages emotional awareness: encourages me to think more about how I'm feeling and how that impacts my client
46. ____ Specifically addresses multicultural and diversity contextual factors as part of problem-solving
47. ____ Teaches me a framework for systematic case conceptualization that addresses both individual and contextual factors
48. ____ Provides opportunities for me to be involved across multiple tiers of service delivery (preventive/universal, targeted, and intensive)
49. ____ Develops my skills in data-based decision-making across intervention domains
50. ____ Develops my skills in linking assessment to intervention
51. ____ Perceives complexity but is still able to suggest or direct concrete paths of action
52. ____ Supports consistent use of evidence-based practices
53. ____ Develops my skills in facilitating and measuring intervention integrity
54. ____ Assists me in integrating theory and research into practice
55. ____ Directs me to appropriate resources

Additional comments:

Didactic Training Schedule

Week/Date	Topic	Presenter
Week 1: 7/7 1:00-2:00	Overview of didactic training schedule and expectations for the internship year	Tera Bradley, Training Director
Week 2: 7/14 8:30-4:00	PCM: Crisis Prevention Training Part 1 (all day training)	Becky Kane, M.S., BCBA
Week 3: 7/21 8:30-4:00	PCM: Crisis Prevention Training Part 2 (all day training)	Becky Kane, M.S., BCBA
Week 4: 7/28 8:30-4:00	PCM: Crisis Prevention Training Part 3 (all day training)	Becky Kane, M.S., BCBA
Week 5: 8/4 1:00-2:00	Article Presentation: Interns take turns selecting articles to lead a monthly discussion around	TBD:
Week 6: 8/11 1:00-2:00	Mandated Reporting	Tera Bradley, Training Director
Week 7: 8/18 1:00-2:00	Presenting difficult diagnoses to parents	Phil Norfolk, Ph.D.
Week 8: 8/25 1:00-2:00	Introduction to PCIT	Sarah Irby, Ph.D.
Week 9: 9/1 1:00-2:00	Introduction to ACT	Tori Hutchinson, BCBA
Week 10: 9/8 1:00-2:00	Establishing a Work-Life Balance	Cindy Blacklidge, LCSW
Week 11: 9/15 1:00-2:00	Article Presentation: Interns take turns selecting articles to lead a monthly discussion around	TBD:
Week 12: 9/22 1:00-2:00	Case Presentation: Interns take turns selecting cases to lead a bi-monthly discussion around	TBD:
Week 13: 9/29 1:00-2:00	Introduction to DBT	Emily Vanderpool, LPC
Week 14: 10/6 1:00-2:00	Running a private practice	Emily Johnson, Ph.D.
Week 15: 10/13 1:00-2:00	NET versus DTT	Becky Kane, BCBA
Week 16: 10/20 1:00-2:00	Case Presentation: Interns take turns selecting cases to lead a bi-monthly discussion around	TBD:
Week 17: 10/27 1:00-2:00	Securing a Postdoc/Job	Ryan Farmer, Ph.D.
Week 18: 11/3 1:00-2:00	Supporting dyslexic students	Gay Landaiche, M.S.
Week 19: 11/10 1:00-2:00	Overview of psychotropic medications	Erin Harrell, PMHNP
Week 20: 11/17 1:00-2:00	Article Presentation: Interns take turns selecting articles to lead a monthly discussion around	TBD:
Week 21: 11/24 1:00-2:00	No Group: Thanksgiving Break	
Week 22: 12/1 1:00-2:00	Alternative communication systems	Tori Hutchinson, BCBA and Anna Rae Robinson, RBT
Week 23: 12/8 1:00-2:00	Pediatric Psychology	Nick Young, Ph.D.

Week/Date	Topic	Presenter
Week 24: 12/15 1:00-2:00	Supporting children who have experienced sexual abuse	Liz Paiml, Ph.D.
Week 25: 12/22	No Group: Winter Break	
Week 26: 12/29	No Group: Winter Break	
Week 27: 1/5 1:00-2:00	Article Presentation: Interns take turns selecting articles to lead a monthly discussion around	TBD:
Week 28: 1/12 1:00-2:00	Evidenced-Based Practices	James Meindl, Ph.D., BCBA
Week 29: 1/19 1:00-2:00	Introduction to EMDR	Nicole Clayton, LPC, Latrice Hamilton, LPC, and Laurie Cooper, LPC
Week 30: 1/26 1:00-2:00	Supporting LGBTQ+ clients	Lindsey Pate, Ph.D.
Week 31: 2/2 1:00-2:00	Case Presentation: Interns take turns selecting cases to lead a bi-monthly discussion around	TBD:
Week 32: 2/9 1:00-2:00	Tongue Ties and Oral Motor Delays	Ginny Swindol, CCC-SLP
Week 33: 2/16 1:00-2:00	Working with and supporting clients with hearing loss	Jennifer Taylor, Au.D.
Week 34: 2/23 1:00-2:00	SPED Law	Janet Goode, Esq.
Week 35: 3/1 1:00-2:00	Case Presentation: Interns take turns selecting cases to lead a bi-monthly discussion around	TBD:
Week 36: 3/8 1:00-2:00	How to get licensed	Tera Bradley, Ph.D.
Week 37: 3/15 1:00-2:00	Article Presentation: Interns take turns selecting articles to lead a monthly discussion around	TBD:
Week 38: 3/22 1:00-2:00	How to get credentialed	Fawn Bauer, Billing Specialist
Week 39: 3/29 1:00-2:00	Low-Value Practices	Ryan Farmer, Ph.D.
Week 40: 4/5 1:00-2:00	Functional Behavior Assessments	James Meindl, Ph.D., BCBA
Week 41: 4/12 1:00-2:00	No group: Easter Break	
Week 42: 4/19 1:00-2:00	Genetic Disorders: When to send for a genetic assessment/screener	Holly Lydgisen, FNP
Week 43: 4/26 1:00-2:00	Article Presentation: Interns take turns selecting articles to lead a monthly discussion around	TBD:
Week 44: 5/3 1:00-2:00	When to refer to a developmental pediatrician?	Tanjala Gipson, M.D.
Week 45: 5/10 1:00-2:00	Understanding our differences	Emily Srisarajakul, Ph.D.
Week 46: 5/17 1:00-2:00	Addressing Microaggressions	Laura Reid Marks, Ph.D.
Week 47: 5/24 1:00-2:00	Case Presentation: Interns take turns selecting cases to lead a bi-monthly discussion around	TBD:
Week 48: 5/31 1:00-2:00	Forensic evaluations	Tucker Johnson, Ph.D.

Week/Date	Topic	Presenter
Week 49: 6/7 1:00-2:00	Supporting linguistically diverse clients	Kat Mendez, M.S., CCC-SLP
Week 50: 6/14 1:00-2:00	Augmentative Assistive Communication Devices	Courtney Farmer, M.S., CCC-SLP
Week 51: 6/21 1:00-2:00	Case Presentation: Interns take turns selecting cases to lead a bi-monthly discussion around	TBD:
Week 52: 6/28 1:00-2:00	End of year celebration	