

Mat-Su Psychology Internship Consortium

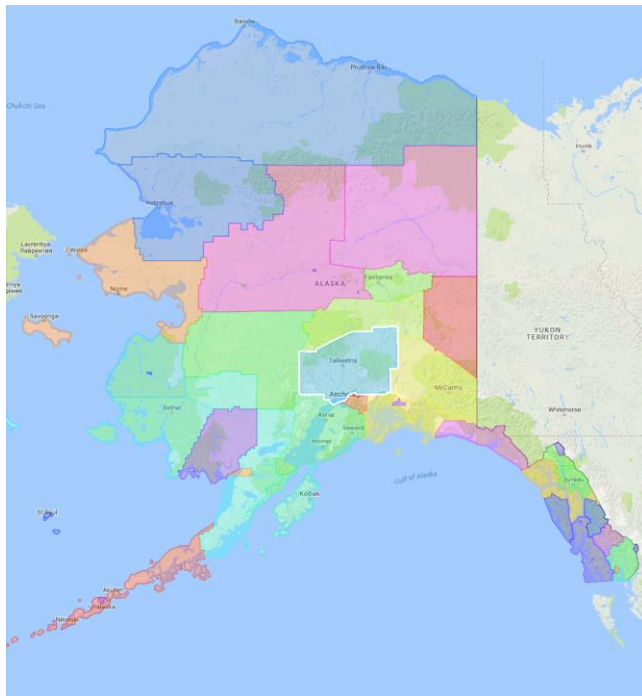


Intern Brochure
2018-2019



Mission:

The mission of Mat-Su Psychology Internship Program is to prepare and retain pediatric health service psychologists who provide a collaborative approach to educational, neurodevelopmental, and integrated health psychology.



Mat-Su Psychology Internship Consortium (Mat-Su PIC) represents the collaborative effort of two agencies in southcentral Alaska to pool and share resources for the purpose of creating a high-quality internship that meets the unique clinical and workforce needs of suburban and rural Alaska. The primary training sites of Mat-Su PIC include Ptarmigan Connections (Wasilla, AK) and the Matanuska-Susitna Borough School District (MSBSD), which spans 25,000 square miles in an area north of Anchorage, AK, known as the “Valley” (highlighted with a white border).

Accreditation Status

Mat-Su PIC is not currently accredited by the APA. Questions related to the program’s accreditation status should be directed to the Commission on Accreditation:

[Office of Program Consultation and Accreditation](#)

American Psychological Association

750 1st Street, NE, Washington, DC 20002

Phone: (202) 336-5979

Email: apaaccred@apa.org

APPIC Membership Status

Mat-Su PIC is not currently a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC).

Program Structure and the Intern Experience

Mat-Su PIC offers one-year, full-time doctoral internships beginning and ending in July each year. The start date for the inaugural 2018-2019 cohort is July 2018. The Consortium is comprised of two agencies located in southcentral Alaska and provides a range of clinical and didactic experiences that represents the necessary depth and breadth required for future professional practice within suburban and rural school and clinical settings. Interns are afforded rich clinical experiences that highlight the specific demands and shared experiences within these communities, as well as identify and creatively address barriers common to the region. As providers, interns participate in Mat-Su PIC's goal to expand the capacity of Alaskan communities to address behavioral healthcare needs through integrated services. Furthermore, all training experiences are provided within the context of a developmental perspective. Interns spend the bulk of their training in their primary site, though they travel between sites for shared cohort experiences and there may be opportunities to complete minor rotations in other community settings. Interns are expected to complete 2,000 hours of training during the internship year with at least 25% (500 hours) spent in face-to-face direct service delivery with a focus on evidence-based practice. Interns are also expected to achieve the APA Profession-Wide Competencies, as stated below, and to abide by the APA Code of Ethics, the requirements of the Mat-Su PIC training program, and the policies and procedures of their training sites.

Elective Rotations

All sites may offer elective training experiences that differ based on site. Elective rotations are offered dependent upon the needs and interests of the intern(s) and the availability of community partners. A sample of potential elective rotations includes:

- Head Start Preschool behavioral health integration
- Alaska Family Services chemical dependency assessment and counseling
- R.O.C.K. Mat-Su population-based preventative mental health initiatives
- LINKS Parent Resource Center psychoeducational outreach opportunities
- Mat-Su Services for Children and Adults Infant Learning Program
- Ptarmigan Pediatrics integrated behavioral health screening, brief intervention, referral, and treatment

Supervision

One licensed psychologist serves as primary clinical supervisor at each consortium site. Interns receive a minimum of two (2) hours of individual supervision each week from their primary supervisor. Supplemental weekly individual supervision is provided as needed and both sites subscribe to an informal "open door" policy, encouraging interns to approach supervisors and staff with questions and concerns "on the fly." In addition to individual supervision, interns are provided with two (2) hours of

group supervision each week. Group supervision is conducted in person, or via high-quality, secure distance technology with in-person sessions occurring once per month. Group supervision is led by a licensed psychologist and focuses on case presentation, professional development issues, and clinical topics. Altogether, interns receive a minimum of 4 hours per week of formal, scheduled supervision.

Research

Mat-Su PIC trains psychologists who are effective consumers of research and who utilize scholarly inquiry to inform their practice. In addition to infusing current research into supervision and areas of practice, interns may build research activities (e.g., program evaluation) into their internship training experience as time and interest allows.

Stipend, Benefits, and Resources

The annual stipend across all consortium sites is \$27,000. Interns at both sites are employed through Ptarmigan Connections. In lieu of employer provided health insurance, all interns will receive a monthly stipend to purchase a health insurance plan that best meets their needs. This stipend will not exceed \$250/month (or \$3,000) annually. In addition to this benefit, interns are provided with paid time off (PTO). These benefits are different but equitable across sites, as MSBSD follows a school schedule with several scheduled breaks throughout the year. At a minimum, interns are provided with 10 scheduled vacation days, 3 flex days, and 2 professional leave days (for post-doc interviews, dissertation defense, etc.). In addition, interns are provided with 2 hours per week of dedicated research time that may be used for dissertation and/or activities fulfilling the research requirement of the internship.

Mat-Su PIC interns have access to numerous resources in all training sites. Assessment and other training materials are provided by each training site, and additional materials that may be needed may be purchased pending Training Committee approval. Similarly, interns may be provided with funding and/or additional PTO to attend professional conferences and/or trainings, per Training Director approval. Each intern has access to administrative and IT support through their primary training site. Each intern is provided with a workspace as well as access to a computer and distance technology.

Finally, interns matched with Mat-Su PIC are must have access to reliable transportation, as they will be required to travel between consortium sites for shared experiences on a monthly basis. In addition, the intern matched with MSBSD will need transportation to travel between schools.

Mat-Su PIC Training Sites

The consortium includes the following training sites: Ptarmigan Connections and Matanuska-Susitna Borough School District. One intern is placed at each site. A description of each site and the associated internship experience is below.

Ptarmigan Connections – 1 Full-Time Position



General Information. Ptarmigan Connections, located in Wasilla, Alaska, offers patient centered behavioral and developmental pediatric services to the Mat-Su Valley Region. The team is dedicated to supporting patients, and their families, with best practices in medicine and science, as well as educational support. Ptarmigan Connections has an interdisciplinary team of professionals that include a pediatrician, psychologists, psychiatric nurse practitioner, licensed professional counselor, and speech-language pathologist, as well as other contracted professionals including physical therapists and occupational therapists. Services provided include high risk infant follow-up, developmental consultations, psychological and neuropsychological evaluations, medical follow-up for established patients with special needs, and rehabilitation services.

Intern Experience. Interns placed at Ptarmigan Connections have the opportunity to provide a wide range of outpatient psychological services, including:

- Psychological and neuropsychological evaluations
- Multi-disciplinary developmental assessments, such as fetal alcohol spectrum disorder evaluations and high-risk infant evaluations
- Individual, family, and group psychotherapy
- Participation on an interdisciplinary treatment team



Ptarmigan Connections Primary Supervisor:
Erika L. Stannard, PsyD (estannard@pc-ak.com)

Matanuska-Susitna Borough School District– 1 Full-Time Position



General Information. The Matanuska-Susitna Borough School District (MSBSD) is located approximately northeast of Anchorage in the Matanuska-Susitna Borough in an area commonly known as the “Valley.” The district spans approximately 25,000 square miles and is home to 47 schools ranging in enrollments from about 20 students to more than 1,300 students. It is the second largest school district in Alaska with a diverse student population, including students from a wide range of socio-economic, cultural, and language backgrounds. MSBSD seeks to be a model of excellence in teaching, learning, and engaging all students. Goals of the district include improving student success, achievement, and performance, increasing the graduation rate, maintaining and continuously improving safe and healthy environments for students and staff, and including families and community members in the education of youth.

Intern Experience. The intern matched with MSBSD is provided a unique opportunity to participate in the Student Support Services Department, providing a range of school psychology services that include:

- Special education eligibility evaluations
- Individualized Education Plan (IEP) development and services
- Consultation and implementation of classroom behavior intervention plans
- Individual and group psychotherapy
- Response to Intervention planning and data interpretation



MSBSD Primary Supervisor:
Rachel Brown, PhD (Rachel.Brown@matsuk12.us)

Life in Southcentral Alaska



Mat-Su PIC is a consortium with training sites located in southcentral Alaska. Interns are placed primarily at one site for the full internship year with opportunities to participate in training experiences at other sites within the consortium. Due to the latitude, the Mat-Su Valley summer days are very long and the winter daylight hours are very short. However, the winters in southcentral Alaska are mild, providing ample opportunity for outdoor recreational activities. Lighted cross-country ski trails and ice skating rinks are always close by. Additionally, Anchorage, Alaska's largest city, is located about an hour drive south of both Wasilla and Palmer. The metropolis offers many dining, arts, and recreational options year round. Of note, Alaska has several opportunities for loan repayment through the National Health Service Corps loan repayment program (<http://nhsc.hrsa.gov/>).

Wasilla

One internship position is located in Wasilla, Alaska, a small city with a population of approximately 10,000. Wasilla is situated between two river valleys carved by prehistoric glaciers. The area is mostly comprised of boreal forest surrounded by majestic mountains, and dotted by lakes and rivers. It is a prime location for boating, fishing, hiking, cross-country skiing, and mountain biking. It is also the home of the world-famous Iditarod Trail Sled Dog Race Headquarters.

Palmer

The other internship position is located in Palmer, Alaska, a city with a population of about 7,000. Palmer is located at the eastern end of the Mat-Su valley, along the Matanuska River. The Chugach mountain range skirts the edges of town, offering a dynamic landscape and abundance of outdoor recreation opportunities. Palmer was settled in 1935 as part of a depression-era resettlement area for displaced Midwest farmers. 100 families from Michigan, Minnesota, and Wisconsin settled in Palmer and it became Alaska's agricultural hub as well as the Valley's government center. It now is home to the State Court System offices, State Trooper post, Borough offices, and the Mat-Su School District headquarters. Palmer is home to the Alaska State Fair each fall.

Application Process and Selection Criteria

Mat-Su PIC currently offers 2 full-time positions: 1 position at Ptarmigan Connections and 1 position at Matanuska-Susitna Borough School District (MSBSD).

Students interested in applying for the internship program should submit an online application through Survey Monkey. The application may be accessed here: https://www.surveymonkey.com/r/mat-su_pic

A complete application consists of the following materials:

1. A completed Mat-Su PIC online application (Survey Monkey link above)
2. Cover letter (part of online application) stating your preferred training site(s) and why you are interested in those sites specifically. Applicants may indicate their interest in more than one site within the consortium in one cover letter.
3. A current Curriculum Vitae (as part of the online application)
4. Two professional references from current and/or previous supervisors of clinical work (as part of the online application)
5. Official transcripts of **all** graduate coursework (as part of the online application)
6. One full integrated assessment report (as part of the online application). **Please redact appropriately.** Reports that contain identifying information will not be considered.

All application materials must be received by December 1 in order to be considered. All applicants will be notified of their interview status by email on or before December 15. Interviews will be conducted via videoconference (or in-person for local applicants) in December and/or January.

Mat-Su PIC bases its selection process on the entire application package noted above; however, applicants who have met the following qualifications prior to beginning internship are considered preferred:

1. A minimum of 500 intervention hours
2. A minimum of 50 assessment hours
3. A minimum of 5 integrated assessment reports
4. Dissertation proposal scheduled or defended
5. Some experience or special interest in working with children and adolescents
6. School psychology applicants (MSBSD only)

In addition to the preferences noted above, Mat-Su PIC takes into consideration the potential commitment or interest of any prospective intern to remain in Alaska following internship. Developing a strong behavioral health workforce is an important consideration for the consortium, and an interest in remaining in the rural, underserved area to join the workforce is considered a benefit in a potential intern.

In addition to education and training requirements and preferences specified above, Mat-Su PIC requires that matched interns meet additional site-level criteria, including a background check through

the Alaska State Troopers (MSBSD only) and urine drug screen to begin their training year. If an intern does not meet site-level criteria, the offer will be terminated and the intern will not be allowed to complete their internship within Mat-Su PIC. Additional information about site-level criteria is available upon request.

Consortium Contact Information

For more information about Mat-Su PIC, please contact:
Erika L. Stannard, PsyD, Training Director (estannard@pc-ak.com)

You may also visit the website: ptarmiganconnections.com/join-us/

Aims, Competencies, and Learning Elements

Mission/Aim: Mat-Su PIC's mission is to prepare and retain health service psychologists who provide a collaborative approach to educational, neurodevelopmental, and integrated health psychology. Mat-Su PIC offers one-year, full-time internship positions in two unique settings located in southcentral Alaska. By the conclusion of the training year, interns are expected to have achieved competence in the following profession-wide competencies and associated learning elements:

1. Research
 - a. 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.
2. Ethical and Legal Standards
 - a. Be knowledgeable of and act in accordance with each of the following:
 - i. The current version of the APA Ethical Principles of Psychologists and Code of Conduct
 - ii. Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
 - iii. Relevant professional standards and guidelines
 - b. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas
 - c. Conduct self in an ethical manner in all professional activities
3. Individual and Cultural Diversity
 - a. Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves;
 - b. Demonstrate 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;
 - c. Demonstrate 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.

- d. Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.
4. Professional Values and Attitudes
- a. 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.
 - b. engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
 - c. actively seek and demonstrate openness and responsiveness to feedback and supervision.
 - d. respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
5. Communication and Interpersonal Skills
- a. develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
 - b. produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
 - c. demonstrate effective interpersonal skills and the ability to manage difficult communication well.
6. Assessment
- a. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
 - b. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
 - c. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
 - d. 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.

- e. 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.
 - f. 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.
7. Intervention
- a. establish and maintain effective relationships with the recipients of psychological services.
 - b. develop evidence-based intervention plans specific to the service delivery goals.
 - c. implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
 - d. demonstrate the ability to apply the relevant research literature to clinical decision making.
 - e. modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking,
 - f. evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.
8. Supervision
- a. Demonstrate knowledge of supervision models and practices
 - b. Apply this knowledge in direct or simulated practice with psychology trainees, or other health professionals.
9. Consultation and Interprofessional/Interdisciplinary Skills
- a. Demonstrate knowledge and respect for the roles and perspectives of other professions
 - b. 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.