



The Emily Program

Personalized treatment for eating disorders.

Pre-Doctoral Psychology Internship Brochure

APPIC membership code: #2135

The Pre-Doctoral Internship at The Emily Program is open to doctoral level graduate students in psychology who have completed all course work and preliminary exams required for internship. We are a member of APPIC and your application must go through the APPIC application process.

Applications are due via the APPIC online process by November 18, 2011 for the 2012-2013 academic year. The Emily Program offers a 2,000 hour internship that begins on August 27, 2012 and is to be completed by August 23, 2013. This full-time internship involves 20-25 hours weekly of client contact, with two hours weekly of individual supervision, and two hours weekly of training experiences. The internship includes four weeks of personal time-off, a salary of \$20,000, health insurance, and weekly dissertation release time.

The Emily Program Pre-doctoral Internship program goals assist in the professional growth of future psychologists who:

1. practice competently and ethically,
2. are able to provide psychological services in diverse clinical settings,
3. are motivated to continue their own personal and professional growth,
4. welcome collaboration with practitioners of other disciplines
5. have attained particular skill in working clients with eating disorders,
6. are aware of their own strengths and limitations and the impact those strengths and limitations on their practice of psychology, and
7. are sensitive to individual differences and to the possible effects of multicultural issues upon diagnostic, therapeutic, and consultative relationships.

Pre-Doctoral Internship Program Content

Psychological Assessment Training

The breadth of training for Pre-doctoral Interns in psychological assessment at the Emily Program begins within the first month of the internship experience. Pre-doctoral Interns initially observe a licensed psychologist conducting the assessment battery in conjunction with weekly supervision with this psychologist. Upon seeking services at the Emily Program, each client completes an evaluation process that consists of the following assessment dimensions: diagnostic interview, personality assessment, eating disorder inventories, depression and CD screening. After observing and then practicing this assessment process with the supervisor, Pre-doctoral Interns then conduct and write-up the assessment process under the supervision of the licensed psychologist. Skills in the interview process, assessment interpretation, DSM-IV diagnosis, and treatment planning are enhanced through this progressive process. Additionally, individual

therapists within the Emily Program may request further psychological assessment for clients, such as neuropsychological testing, projective personality, vocational testing or ADHD assessment. Pre-doctoral interns may have the opportunity to expand their training and supervision in conducting such additional assessments.

Psychological Intervention Training

At the Emily Program, we believe that eating disorders are multi-determined problems. Effective treatment requires awareness of the genetic, biological, psychological, social, and cultural impacts on each person. Our holistic and humanistic approach is based on the belief that individuals are unique and that they intuitively seek meaning, value, and creativity in life. We believe that individuals have choices to make and responsibilities to uphold for themselves and in the context of community. We do not believe that eating disorders are a choice or a moral failing. We believe that given a supportive and understanding environment, individuals can make healthy choices about their recoveries and the future directions of their lives.

Our personalized approach to eating disorder treatment supports individuals in challenging and changing thoughts and behaviors that prevent them from having a positive relationship with food, their bodies, and themselves. Treatment decisions are based in respect for each person and their personal journey and are informed by research, community standards, and sound clinical judgment. Pre-doctoral Interns are encouraged to work with people towards a more hopeful, healthful, and fulfilling life.

Within the Emily Program treatment philosophy, Pre-doctoral Interns will explore treatment intervention from intake assessment, individual therapy, group and family therapy, intensive programming, residential treatment, multi-family and psycho-educational groups, and discharge or transfer. All of these therapeutic experiences will be discussed in individual supervision as well as learning from multidisciplinary providers in group case consultation, intensive team meetings, and training seminars. Further, within the clinical supervisory relationship, Pre-doctoral Interns will be expected to explore their own reactions, insights, and experiences of counter-transference related to all types of clinical intervention.

The populations served at the Emily Program include people (children, adolescents, and adults), families, partners, parents, and friends struggling with eating disorders and related concerns. Pre-doctoral interns will in turn work with people of diverse class, ethnicity, sexual orientation, gender, education, age, and ability.

Didactic Training

Pre-doctoral Interns receive 2 hours per week of didactic training in a variety of experiences including:

- Monthly staff meetings that include a didactic presentation by Emily Program staff and discussion time
- Monthly or twice monthly, training seminars presented by clinicians (both on staff and outside the Emily Program) with expertise in a wide variety of clinical areas
- Monthly clinical case consultation group with other interns, psychology practicum students and post-doctoral fellows
- Various training opportunities via outside workshops and conferences

Pre-Doctoral Intern Expectations

Pre-doctoral Interns are expected to provide respectful and comprehensive diagnostic assessment and form strong therapeutic relationships throughout the intervention process. Through supervision, training seminars, intensive team meetings, staff consultation, peer consultation, and all staff meetings, interns are taught, supervised, and supported in creating a therapeutic relationship that helps individuals to have increased vitality for life, increased sense of empowerment, increased sense of self, increased self-worth, and a desire for connectedness. A good therapeutic relationship seeks to foster this growth through genuineness, positive regard, and empathy. Both within supervisory and collegial relationships, Pre-doctoral Interns are expected to conduct themselves responsibly, ethically, collaboratively, and openly as they move forward in their professional development.

Pre-Doctoral Internship Due Process Procedures

In the event the Emily Program has concerns about intern performance or an intern has concerns about the training program, the following due process procedures are in place.

❖ Concerns about Intern Performance

Notice

Identification of problem behavior will be addressed in the following manner:

1. The training director will let the intern know both in oral and written format that the competence issue or skill deficit has been identified by the training staff.

Hearing

The intern will be informed of a meeting that will be held by the training staff to decide a course of action.

1. The intern will have the opportunity to provide written or oral response to the situation.
2. Possible outcomes of the meeting of the training staff may include:
 - a. Increased supervision
 - b. Change in the focus of supervision
 - c. Requirement of therapy to address personal issues that interfere with professional functioning
 - d. Reduction of intern workload
 - e. Notification to intern's home graduate program.

Probation and Suspension

After the initial remediation period has been completed, the following actions may be taken given the result of the intern's performance.

1. No action.
2. Formal letter to intern's home graduate program outlining the specific concerns and remediation taken to address said concerns.
3. Probation notice: given to intern and intern's home graduate program specifying area of concern, remedial action taken, intern's response to remediation, and increased supervision of professional tasks. Process for review of performance will also be outlined.

If the problem behavior becomes more serious and is not corrected through set remedial guidelines, the training staff may do one of the following:

1. Suspension of professional activities involving direct service.
2. Written letter to intern and intern's home graduate program that if the behavior does not improve, the intern will not successfully complete the internship program.
3. A letter written to the intern and intern's home graduate program indicating that the training staff has recommended to the Emily Program training director that the intern be terminated from the program.

Appeal

The intern may submit an appeal letter to the training director within ten working days of receiving results of the training staff hearing. The appeal may be based on the denial of due process in any aspect of the evaluation procedure or denial or opportunity to present refuting evidence before evaluative decisions had been made.

1. Within five working days of receiving the letter, the training director will convene an appeals committee consisting of one staff member chosen by the training director and two staff members chosen by the intern. The training director, director, and immediate clinical supervisor will not be allowed to attend the meeting.
2. The intern will be allowed to present written or oral information to the appeals committee.
3. The appeals committee will make a decision on the appeal.
4. The training director and director will carry out the actions deemed appropriate by the appeals committee.

❖ **Interns' Concerns about Training Program**

Should the intern have concerns regarding a supervisor, staff member or fellow intern, the intern should share the concern directly with the person involved.

1. If past attempts by the intern have felt unsuccessful, the intern should further discuss the issue with clinical supervisor.
2. If the intern feels the issue has not been resolved satisfactorily, the intern should discuss the issue with the training director.

For more information or questions regarding the application process or internship experience, please email:

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