

Internship Consortium in Clinical Psychology

Internship Consortium Handbook

APA Accredited

www.williamjames.edu/consortium

2026-2027

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PREFACE

The purpose of this manual is to provide important information about the exclusively affiliated William James College Internship Consortium in Clinical Psychology. Questions about the program should be directed to the individuals/agencies below. This information is current and accurate at the time of printing but is subject to revision.

Informational data of intern demographics, professional activities, and post-internship experiences is available from 2007 to the present in the William James College Field Education Office.

The William James College Internship in Clinical Psychology, being exclusively affiliated with William James College, abides by the following William James College Equal Opportunity and Affirmative Action Policy Statement:

“The Board of Trustees of the William James College reaffirms its commitment to the policy of Equal Opportunity and Affirmative Action. This policy is of application to every aspect of employment, including the recruitment, hiring, and terms and conditions of service of all full-time and half-time employees. Personnel and admissions decisions shall be made in accordance with state and federal law and without regard to race, color, religion, sex, age, national or ethnic origin, sexual orientation, Vietnam-era veteran status, political beliefs, or disability unrelated job requirements.”

It is the express purpose of this policy to provide all persons with equal employment and educational opportunities in an environment promoting cultural and individual diversity. William James College Equal Opportunity and Affirmative Action programs have been and will continue to be developed to help us accomplish our objectives in this all-important area. Faculty and supervisory personnel are responsible for assuring that these programs and objectives are both implemented and achieved.

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Questions related to the program’s accreditation status should be directed to the Commission on Accreditation: Office of the Program Consultation and Accreditation.

American Psychological Association
750 1st Street NE
Washington, DC 20002
Phone: 202-336-5979
E-mail: appacred@apa.org
Web: www.apa.org/ed/accreditation

INTRODUCTION

William James College was designed as a practitioner or professional model of training. The program deems training in professional psychology to be most effective when theoretical learning and practical applications occur simultaneously, and their integration is actively facilitated as part of the learning process.

The exclusively affiliated William James College Internship Consortium in Clinical Psychology extends this imperative by providing a range of well-coordinated professional training experiences across 13 training sites in the community. Interns are assigned at either one agency/institution or at two different institutions during their internship. Included in this time is attendance at shared weekly consortium training seminars held at William James College, led by William James College faculty, and taught by supervisors from the different sites, as well as, by William James College faculty members and guest presenters. A total of 2,242 internship hours, in no more than 24 months, is required for the two-year half-time model and a total of 2,000 for the one-year full-time model.

The William James College field education consortium model was developed to provide an innovative approach to training psychology students. In this model, academic faculty and institutional resources partner together with community settings and populations so that training is not dependent on the exclusive resources within training sites. William James College takes responsibility for organizing and managing the affiliation and viability of the sites. William James College's Director of Training is a licensed psychologist/health service provider and serves as the William James College Internship Consortium Director. She maintains overall administrative responsibility for Consortium activities. The Consortium Director meets with the interns periodically in a group, meets quarterly with Internship Site Directors of Training/Consortium Coordinators, and with Consortium Training Supervisors on an annual basis. Further, the Consortium Director is responsible for the administration of the intern selection process and internship and site/supervisor evaluations. The scheduling of the consortium seminar is likewise coordinated by the William James College Consortium Director.

The William James College Field Education/Consortium Office is designed to ensure a comprehensive training experience, committed to intern development of knowledge, skills, and attitudes across the basic areas of professional psychology. Formal training in the areas of patient assessment, intervention, and consultation along with applied clinical research, supervision, administration, and program evaluation comprise the core of the internship experience. Training takes precedence over service delivery, which is primarily experientially learning-oriented.

The educational program, in both its classroom and field training components, adheres to a philosophy that develops professional competency through an active integration of didactic and applied experience. The Field Education/Consortium Office extends this imperative by providing a range of well-coordinated professional training experiences across a number of training sites in the community. Some interns rotate through two different sites during the course of a two-year, half-time training experience, while others train at one site for two half-time training years. Interns work with diverse clinical and cultural populations, psychosocial perspectives, and professional and theoretical orientations. The intern is helped to integrate these experiences through academic coursework designed for this purpose and through faculty advising and field supervision.

The aim of the William James College Internship Consortium in Applied Clinical Psychology is to provide mental health services to diverse populations and provide psychology interns with rich exposure to clinical care, a high level of clinical supervision, professional models, and an opportunity to integrate psychological theory and professional practice. The program espouses a model of generalist training while creating opportunities for the development of specific areas of proficiency through training in unique settings and/or with specialized populations.

The goal of the internship consortium is to intensify and expand the interns' development in these areas. This occurs by offering increasingly more challenging experiences as well as a higher level of responsibility as the intern matures professionally. Interns participate in a full range of professional activities at these sites, consistent with the individual intern's level of development and learning. The consortium structure allows for the availability of varied experience with patient populations and treatment modalities, in diverse communities and service systems while maintaining a continuity of structure and work-related involvement for trainees.

The internship experiences, characterized by depth, breadth, and intensity, are sequentially structured, planned and professionally supervised. Interns in the two-year half-time model receive a minimum of two hours per week of regularly scheduled, face-to-face, individual supervision and minimally, one hour of additional group supervision. Four hours of additional training experiences occur weekly, of which four hours a year must involve structured learning activities on issues related to racial/ethnic bases of behavior with a focus on people of color (Massachusetts Health Service Provider requirement). Interns in the one-year full-time model receive a minimum of three hours per week of regularly scheduled, face-to-face, individual supervision and, minimally, one hour of additional group supervision. Five hours of additional training experiences occur weekly, of which four hours a year must involve structured learning activities on issues related to racial/ethnic bases of behavior with a focus on people of color (Massachusetts Health Service Provider requirement). To integrate the interns' experience, interns attend William James College classes in Research and an Advanced Clinical Seminar on Supervision and Consultation during their academic training, as well as other required and elective courses.

William James College is committed to the development of professional psychologists who are knowledgeable about and sensitive to issues of individual differences throughout all ranges of human diversity. Through the internship, we seek to further the trainee's experience with underserved and multi-faceted populations and to develop practitioners who have a sustained capacity and commitment to improve the human condition through the application of carefully developed professional talents. All interns are participants in a Consortium training seminar on Professional Practice, Diversity and Difference, which is a two year (one year for full-time interns) weekly didactic and small group seminar with case presentation-oriented structured learning activity.

CRITERIA FOR CONSORTIUM SITES

To be approved as a Consortium internship site, the following basic requirements must be met:

Two-Year Half-Time Consortium Sites

1. The Consortium Site must demonstrate a philosophy that is consistent with that of the Consortium:
 - integrated model
 - developmental model based on APA Standards of Accreditation
 - consortium approach/shared resources
 - practitioner-scholar
2. The Consortium Site agrees to pay William James College \$15,000 per William James College Intern per year. Such payment shall be made in two installments on or about the following dates: December 15, 2026, and June 15, 2026. William James College and the Consortium Site may mutually agree upon different payments to be made by a Consortium Site to William James College in the event unique circumstances exist. Consortium Sites are not responsible for any payment beyond the stipend.
3. The Consortium Site agrees to provide the following benefits to interns:
 - Vacation days equal to two training weeks per year (i.e., 54 hours) at a time mutually agreeable to the Consortium Site, William James College, and the William James College Intern.
 - Sick leave accrued at the rate of 4 hours/month for a total of 5 sick days per year. Any additional sick leave must either be used as vacation time or be made up.
 - 10-11 holidays including Labor Day, Thanksgiving (2 days), Christmas (3 days), New Year's Day, Martin Luther King Jr. Day, and Memorial Day. Juneteenth, July 4th (if applicable).
4. The Consortium Site agrees to provide a training experience of a minimum of 2242 hours in no more than 22 months. A minimum of 25% and a maximum of 60% of the intern's time must involve face-to-face direct clinical service. The actual schedule shall be designated by the Consortium Coordinator, in consultation with the William James College Intern(s), which may, in part, follow the Consortium Site's academic calendar.

5. The Consortium Site agrees to have William James College Interns participate in weekly Consortium training seminars at William James College. Consortium Site supervisors may participate in these seminars by giving presentations.
6. The Consortium Site agrees to send at least one representative, (Consortium Coordinator) to quarterly Consortium planning meetings. Site supervisors will attend Consortium wide meetings as needed and will be invited to Supervisor Events.
7. The Consortium Site agrees to participate in internship application and selection processes.
8. The Consortium Site agrees to provide training opportunities and experiences that will facilitate William James College Interns' accomplishment of the training goals/competency requirements of the Consortium.
9. The Consortium Site is approved by the William James College Director of Training/Consortium Director.
10. The Consortium Site agrees to assign a site Consortium Coordinator who will complete a Willingness to Participate (WTP) form. The WTP provides data relevant to the training experience. WTPs must be updated annually.
11. The Consortium Site agrees to provide an orientation to the site: a formal introduction to the agency's system of operation: administratively, organizationally, structurally, etc.
12. The Consortium Site agrees to provide a minimum of two hours of weekly individual supervision by a licensed psychologist (HSP) and provide a minimum of one hour of weekly group supervision by a qualified supervisor, such as licensed HSP psychologist, psychiatrist or LICSW.
13. The Consortium Site agrees to assign a designated primary supervisor, who must take responsibility for coordinating and overseeing the William James College Intern(s)'s program and for being the Consortium Site's liaison to the Consortium and William James College. Responsibilities include timely completion of William James College Intern(s)'s Midyear and Final Supervisor Evaluations and participation at the William James College Intern(s)'s Assessment and Planning Conference.
14. The Consortium Site agrees to provide a minimum of two hours of regularly scheduled weekly structured learning activities which are instructive in nature, topical or thematic and not directly service linked. Such hours count toward the required total hours.
15. The Consortium Site shall provide adequate office space for the William James College Interns.
16. Individual consortia partners of an accredited consortium may not publicize themselves as independently accredited unless it also has independently applied for and received accreditation.
17. If the Consortium Site also accepts practicum and advanced practicum students, it is agreed that the William James College Intern(s) will have a different, more advanced, training experience than those practicum students.
18. The Consortium Site agrees to adhere to the William James College Consortium Administrative Structure and agrees that the William James College Consortium Director is the Coordinator of the William James College Internship Consortium Training Program.
19. The Consortium Site agrees to provide and/or facilitate the necessary experiences for the William James College Intern(s) that meet the following exit criteria (as listed in the Consortium Training Handbook) necessary for the William James College Intern(s) to graduate:
 - a. William James College Interns must receive a rating of 4 or higher on all profession wide competencies and elements at the completion of the first year of internship. At the end of the internship (year 2), William James College Interns must receive a rating of 5 on all profession wide competencies and elements on the Final Intern Evaluation Form.

- b. Interns must complete all site-related paperwork including clinical notes (intake, progress notes, treatment plans, and termination summaries) and psychological testing and program evaluation reports, as well as two Consortium Internship Site Evaluation Forms, Consortium Seminar Evaluations, the Post-Internship Survey and all Time2Track data.
- c. William James College Interns must complete one program evaluation project.
- d. William James College interns will receive at least 25% of intervention training.
- e. William James College Interns must complete a minimum of five-six integrated test batteries and write five-six integrated test reports.
- f. William James College Interns must successfully address any grievance process and/or remediation plan.
- g. William James College Interns' Assessment and Planning Conference form which documents progress on all aspects of the internship.

One-Year Full-Time Consortium Sites

1. The Consortium Site must demonstrate a philosophy that is consistent with that of the Consortium:
 - integrated model
 - developmental model based on APA Standards of Accreditation
 - consortium approach/shared resources
 - practitioner-scholar
2. The Consortium Site agrees to pay William James College \$30,000 per William James College Intern per year. Such payment shall be made in two installments on or about the following dates: December 15, 2026, and June 15, 2026. William James College and the Consortium Site may mutually agree upon different payments to be made by a Consortium Site to William James College in the event unique circumstances exist. Consortium Sites are not responsible for any payment beyond the stipend.
3. The Consortium Site agrees to provide the following benefits to interns:
 - 10 vacation days equal to two training weeks at a time mutually agreeable to the Consortium Site, William James College, and the William James College Intern.
 - Sick leave accrued at the rate of 4 hours/month for a total of 5 sick days per year. Any additional sick leave must either be used as vacation time or be made up.
 - 10-11 holidays including July 4th, Labor Day, Thanksgiving (2 days), Christmas (3 days), New Year's Day, Martin Luther King Jr. Day, Juneteenth, and Memorial Day.
4. The Consortium Site agrees to provide a training experience of a minimum of 2000 hours in no more than 12 months. A minimum of 25% and a maximum of 60% of the intern's time must involve face-to-face direct clinical service. The actual schedule shall be designated by the Consortium Coordinator, in consultation with the William James College Intern(s), which may, in part, follow the Consortium Site's academic calendar.
5. The Consortium Site agrees to have William James College Interns participate in the weekly Consortium Seminar at William James College. Consortium Site supervisors may participate in these seminars by giving presentations.
6. The Consortium Site agrees to send at least one representative, (Consortium Coordinator) to quarterly Consortium planning meetings. Site supervisors will attend Consortium wide meetings as needed and will be invited to Supervisor Events.

7. The Consortium Site agrees to participate in internship application and selection processes.
8. The Consortium Site agrees to provide training opportunities and experiences that will facilitate William James College Interns' accomplishment of the training goals/competency requirements of the Consortium.
9. The Consortium Site is approved by the William James College Director of Training/Consortium Director.
10. The Consortium Site agrees to assign a site Consortium Coordinator who will complete a Willingness to Participate (WTP) form. The WTP provides data relevant to the training experience. WTPs must be updated annually.
11. The Consortium Site agrees to provide an orientation to the site: a formal introduction to the agency's system of operation: administratively, organizationally, structurally, etc.
12. The Consortium Site agrees to provide a minimum of three hours of weekly individual supervision by a licensed psychologist (HSP) and provide a minimum of one hour of weekly group supervision by a qualified supervisor, such as licensed HSP psychologist, psychiatrist or LICSW.
13. The Consortium Site agrees to assign a designated primary supervisor, who must take responsibility for coordinating and overseeing the William James College Intern(s)'s program and for being the Consortium Site's liaison to the Consortium and William James College. Responsibilities include timely completion of William James College Intern(s)'s Midyear and Final Supervisor Evaluations.
14. The Consortium Site agrees to provide a minimum of three hours of regularly scheduled weekly structured learning activities which are instructive in nature, topical or thematic and not directly service linked. Such hours count toward the required total hours.
15. The Consortium Site shall provide adequate office space for the William James College Interns.
16. Individual consortia partners of an accredited consortium may not publicize themselves as independently accredited unless it also has independently applied for and received accreditation.
17. If the Consortium Site also accepts practicum and advanced practicum students, it is agreed that the William James College Intern(s) will have a different, more advanced, training experience than those practicum students.
18. The Consortium Site agrees to adhere to the William James College Consortium Administrative Structure and agrees that the William James College Consortium Director is the Coordinator of the William James College Internship Consortium Training Program.
19. The Consortium Site agrees to provide and/or facilitate the necessary experiences for the William James College Intern(s) that meet the following exit criteria (as listed in the Consortium Training Handbook) necessary for the William James College Intern(s) to graduate:
 - a. William James College Interns must receive a rating of 4 or higher on all profession wide competencies and elements on the Mid-Year Intern Evaluation. At the end of the internship, William James College Interns must receive a rating of 5 on all profession wide competencies and elements on the Final Intern Evaluation Form.
 - b. Interns must complete all site-related paperwork including clinical notes (intake, progress notes, treatment plans, and termination summaries) and psychological testing and program evaluation reports, as well as two Consortium Internship Site Evaluation Forms, Consortium Seminar Evaluations, the Post-Internship Survey and all Time2Track data.
 - c. William James College Interns must complete one program evaluation project.

- d. William James College Interns will receive at least 25% of intervention training.
- e. William James College Interns must complete a minimum of five-six integrated test batteries and write six integrated test reports.
- f. William James College Interns must successfully address any grievance process and/or remediation plan.
- g. William James College Interns' Assessment and Planning Conference form which documents progress on all aspects of the internship.

In addition, the internship sites must meet all the requirements for William James College internship approval, APA, APPIC and the Massachusetts Board of Registration in Psychology as outlined below:

- 1. Training must occur in an organized training program in contrast to on-the-job-training. It must be designed to provide the trainee with a planned, programmed sequence of training experiences.
- 2. The training program must have a clearly designated staff psychologist who is responsible for the integrity and quality of the training program.
- 3. The internship agency must have two or more licensed psychologists on staff as supervisors.
- 4. Supervision must be provided by a staff member of the training agency who carries legal and clinical responsibility for the cases being supervised. At least half of the required supervisory hours must be provided by one or more licensed psychologists.
- 5. The internship must provide training in a range of assessment and treatment interventions conducted directly with patients seeking health services.
- 6. The interns must receive at least four hours per year of training related to people of color.
- 7. The training must be at a post-clerkship, post-practicum, post-externship level.
- 8. The trainee must have a title such as "Intern," or other designation which indicates his/her training status.
- 9. The internship agency must have a written statement (Willingness to Participate Form) or brochure that describes the goals and content of the internship, that states clear expectations for quantity and quality of trainee's work and that is made available to prospective interns.

CONSORTIUM INTERNSHIP SITES

Detailed descriptions of the Consortium sites (with interns in 2026-2027) and their internship experience follow.

Brenner Center for Psychological Assessment and Consultation (Brenner Center)

The Brenner Center provides in-depth psychological assessment to people throughout the lifespan to address problems including learning disabilities, emotional difficulties getting in the way of effective learning, and other more serious psychological problems. Services include intellectual, academic, and personality assessments and limited neuropsychological screenings. Consultation to teachers, school systems, mental health providers, and families is also provided. The Brenner Center is staffed by licensed psychologists, postdoctoral Fellows, and pre-doctoral interns. Interns pair two days of assessment work with one clinical day at an affiliated site.

Edward M. Kennedy Community Health Center

The Edward M. Kennedy Community Health Center is an urban health center that is a designated refugee health assessment site. The Edward M Kennedy CHC is focused on integrating mental health with primary care. Interns are provided training opportunities for individual and family intervention and have direct service opportunities with all ages.

Human Relations Service

HRS is the private, non-profit community mental health agency serving Wellesley, Weston, and Wayland. It was founded in 1948 as the first community mental agency in the nation—not the first treatment facility, but the first institution founded specifically to provide prevention services. The mission today is to treat, reduce, and prevent mental illness and to promote mental health. HRS provide mental health treatment—regardless of ability to pay—to all residents of participating towns, offering high quality care in a warm, informal setting. HRS also provides prevention, consultation, education, college counseling, and employee assistance services, and is the community's safety net when crisis and tragedy strike.

The goal of HRS is to provide an intensive training experience in a variety of psychotherapy approaches, with emphasis on psychodynamic therapy. The population includes children, families, college students, and adults. Interns are provided training in long-term and short-term psychotherapy. Half-time interns will average 8 to 10 direct service hours per week over the course of an internship year. Supervised psychological testing experience and training is provided by William James College.

LifeStance Health

LifeStance Health is a multi-disciplinary health care group and psychological consulting practice dedicated to providing the highest quality services to children, adolescents, adults, and families in a caring, patient-friendly environment. Our team of psychiatrists, psychologists, neuropsychologists, psychiatric nurse specialists, and social workers are able to work together collaboratively to provide the most effective and convenient care for patients. Interns will receive broad training in providing evidence-based clinical interventions to a diverse patient population, including brief treatment models, individual and family modalities, and group therapy interventions.

Lynn Community Health Center

Lynn Community Health Center is a private non-profit multi-service licensed clinic for the practice of medicine, mental health, substance abuse services, dental services, and pharmacy. The Health Center is fully accredited by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) for Ambulatory Health Care and Behavioral Health Care. Over 400 staff provide the following services to an active population of over 25,000 patients: Adult & Family Medicine, Adolescent Medicine, Pediatrics, Obstetrics & Gynecology, Dental Services, Geriatric Services, Radiology, and Behavioral Health Care Services, which include psychopharmacology, addiction recovery programs, social services and outreach, HIV/AIDS counseling, and testing.

Interns participate in the provision of the behavioral health services for all ages which include intake and assessment; individual, couple, family, and group psychotherapeutic treatment; consultations to families, schools, and community agencies; and integrated holistic care. Supervised psychological testing experience and training is provided by William James College.

MassGeneral Brigham: Salem Hospital

MassGeneral Brigham: Salem Hospital serves children and their families in the greater North Shore area. The clinic is comprised of three teams: Preschool (children 5 years, 11 months or younger), Behavioral Medicine (children with a referral issue associated with a medical and/or developmental condition such as migraine headaches, OCD, diabetes, tics, PDD), and General (children from the ages of 5 years, 11 months through 18 with a wide variety of presenting issues). Interns are placed in the Outpatient Mental Health Department, where they provide individual, family, and couples evaluation and intervention effective for mood disorders, anxiety disorders, trauma and substance abuse.

Neuropsychological Assessment Clinic (NAC)

The Neuropsychological Assessment Clinic (NAC) is a multidisciplinary, private clinic in Brighton, Massachusetts that provides neuropsychological, psychoeducational, and psychodiagnostic, as well as psychotherapeutic support to individuals across the lifespan with attention, learning, neurodevelopmental and behavioral issues, and the broad range of neurodegenerative and psychiatric conditions that so often accompany these disorders. NAC provides a range of services to people of all ages, including individual, family, and couples therapy, cognitive rehabilitation for individuals with neurological disorders (i.e., strokes), and group psychotherapy.

Rural Vermont Collaborative of the Precision Valley

The RVCVPV internship consortium is the clinical psychology training program of the North Star Health Federally Qualified Health Center (FQHC) in Springfield, Vermont. Springfield is a rural community of approximately 10,000 located in east central Vermont on the Connecticut and Black Rivers bordering New Hampshire. The RVCVPV created a formal affiliation between the FQHC and the Springfield School District (pre-K-12) in 2016 and since that time School-Based Health Centers have been established in each of the four schools, allowing for the comprehensive support of children and adolescents in the community by increasing access and reducing barriers to care.

The RVCVPV is designed to teach psychology interns the skills and knowledge that will enable them to function as independent, ethical, and competent psychologists in a variety of settings. Interns receive training within an

integrated primary care system, school-based health centers, and contracted assisted living and nursing facilities, with the ultimate goal of preparing psychologists to provide assessment, consultation, and intervention for a diverse range of needs and populations, from early childhood through older adulthood. By operating within these systems, interns learn to access this collaboration to more comprehensively address the needs of rural communities.

Triumph Center

A comprehensive mental health agency, the Triumph Center, offers a number of outpatient services for children, adolescents, young adults and their families. A primary treatment modality is its social skills group therapy program. In addition to this innovative program, the Triumph Center offers a range of psychological services such as individual and family therapy, psychological testing and diagnostic assessment, and parent and school consultation. The Triumph Center also offers therapeutic summer programming for children, adolescents, and young adults.

The internship program at the Triumph Center is designed to prepare doctoral students for competent practice in clinical psychology in a variety of mental health care, behavioral health, and educational settings. Our internship emphasizes a developmental and systemic approach in the delivery of child, adolescent and young adult services. We carefully consider current research and new findings and trends in the field to inform our training and practice. The goals of the internship are to provide competency in any number of areas, including but not limited to: assessment, intervention, consultation, clinical documentation, diagnostic conceptualization, multicultural awareness, and professionalism. We provide opportunities for interns to communicate and collaborate with a variety of professionals, including clinical psychologists, social workers, licensed mental health clinicians, board certified behavior analysts, school psychologists, educators and special educators and a variety of educational administrators and specialists (Special education directors, OTs, SLPs, reading specialists, etc.)

UMass Lowell Counseling Services

UMass Lowell is a nationally ranked public research university committed to excellence in teaching, research, and community engagement. We strive to prepare our undergraduate and graduate students to succeed academically and to become lifelong learners and informed citizens in a global environment. UMass Lowell offers affordable, experience-based academic programs taught by internationally recognized faculty who conduct research to expand the horizons of knowledge and sustainable practices. The programs span and interconnect the disciplines of business, education, engineering, fine arts, health, humanities, sciences, and social sciences. The university continues to build on its founding tradition of innovation, entrepreneurship and partnerships with industry and the community to address challenges facing the region and the world.

As part of this institution, the UMass Lowell Counseling Services (UMLCS) department is committed to supporting UMass Lowell students by providing excellent counseling services. These services include intake assessments, brief individual therapy, couples therapy, group therapy, psychiatric services, consultation, and referrals.

PROGRAM STRUCTURE

The intern experience is designed to provide a comprehensive experience to develop areas of specialty and interest, building on generalist training preceding the internship. The primary training method is experiential. Interns are mentored in developing a professional self and acquiring professional skills, learning via didactic seminars, role-modeling, audiotaping, observational learning, and supervisory experiences. William James College faculty as well as internship staff supervisors afford interns the opportunity to be surrounded by practicing psychologists. Interns observe supervisors and other professionals presenting cases for discussion, as co-therapists, and as group leaders/facilitators. They can observe supervisors working with patients/clients, conducting intake assessments, providing consultation to other health professionals, as well as utilizing other therapeutic interventions.

The Internship Consortium Training program is directed by the Consortium Director who organizes the training activities and resources. The training experience is comprised of seminars held on a weekly basis at William James College, led by the William James College faculty and Consortium supervisors. The Professional Practice, Diversity and Difference Seminar covering topics such as diversity and difference, ethics, professional practice, licensing, post-doc training, Supervision of Supervision, self-care, evidence-based practice, etc. meets weekly for two years

and provides time for professional socialization among interns. Additionally, training includes several year-long weekly didactic/experiential/observational seminars at each of the internship sites.

The internship training experience is coordinated utilizing an Assessment and Planning (A&P) conference. The intern's academic advisor chairs this conference. The Consortium Coordinator and/or primary supervisors from both internship sites (present and future) are in attendance. The intern and a selected peer (optional) will also attend this conference. During this conference, goals are developed for the intern's forthcoming internship year and competencies assessed from the previous year of experience and training. A certificate of completion is awarded at the end of the internship.

Sites complete a Willingness to Participate form (WTP). Interns are expected to experience substantial breadth and depth of training and diversity of service activities during the two years of consecutive half-time internship. A well-coordinated, planned, structured sequence of supervised training characterizes the two-year half-time internship.

TRAINING PHILOSOPHY

The philosophy of the William James College Internship Consortium in Clinical Psychology embodies four major components: developmental internship integrating didactic learning and field-based experiences, the APA model of underlying core competencies, the consortium structure, and the practitioner-scholar model.

The William James College Internship Consortium in Clinical Psychology represents an essential, compatible component of the training philosophy and mission of the William James College to which it is exclusively affiliated. This model of training adheres to a philosophy that develops professional competency through an active integration of didactic and applied experience. The William James College Internship Consortium's foundation pairs rigorous academic instruction with substantial clinical experience simultaneously, integrating the two in both classroom seminars and field-based supervision. The value of bringing classroom learning to the field training site and staff is equaled by the importance of bringing "live" clinical material from the field experience into the classroom. Both are the richer as a result of the cross-fertilization.

Internship training is necessary to accomplish this goal and is a unique and important asset of this model. William James College Internship Consortium supports the core of William James College's training philosophy. William James College is committed to the development of professional psychologists who are knowledgeable about and sensitive to issues of individual differences throughout all ranges of human diversity. Through the Internship Consortium we seek to further the trainee's experience with underserved and multi-faceted populations and to develop practitioners who have a sustained capacity and commitment to improve the human condition through the application of carefully developed professional talents.

The William James College model of integrated internships necessitates that William James College interns train in local sites that are closely affiliated with the school. The consortium model allows sites to pool financial, as well as administrative and educational resources. With the organization and economic support available through the William James College Consortium, some sites with large, underserved populations, which might not have had the resources independently, are able to train future health professionals.

The consortium structure is another important philosophical component underlying the internship and the school. This structure allows for the availability of varied experience with patient populations and treatment modalities, in diverse communities and service systems while maintaining a community of structure and work-related involvement for trainees. Importantly, the consortium model facilitates the sharing of resources, enhancing the training opportunities for interns and making possible training opportunities at sites that may not have the resources alone to support internship training.

Staff psychologists from a variety of theoretical orientations, utilizing various treatment modalities, to provide supervision and are involved in training seminars and clinical case conferences. Interns participate in site-specific relevant institutional activities as valued psychologists-in-training. Training is enhanced by the coordination and integration of educational classes at William James College utilizing direct observation (case presentation; audiotape), as well as on-site observations by field supervisors via co-therapy or taping.

Another important philosophical component that is part of the William James College educational model that is supported by the William James College Internship Consortium for Clinical Psychology is the practitioner-scholar model, described by Peterson et.al. 1997. This model, which underlies the philosophy of William James College and the Internship Consortium, emphasizes the integration of practice with scientific inquiry. Student interns are trained to be good consumers of research, to value reflective and critical thinking, and to realize the importance of empirically supported treatments. The Consortium sites promote this in their training seminars and supervision, and site supervisors often serve as discussants on intern's dissertation. The Professional Practice Seminar supports this model by including a presentation on evidence-based treatment and serves as a forum for interns to present their dissertation research projects.

TRAINING GOALS

The exclusively affiliated William James College Internship Consortium in Clinical Psychology has been designed to provide a comprehensive training experience which assures the development of knowledge, skills and attitudes across the basic areas of Professional Psychology. Formal training in the areas of assessment, treatment, consultation, applied clinical research, supervision, administration, and culturally competent practice with diverse populations comprise the core of the internship experience. Interns participate in a full range of professional activities at the internship sites, consistent with the individual intern's level of development and learning.

The William James College Internship Consortium training is consistent with the latest APA core competency model. The internship is based on this competency model of training. The goal of the internship is to intensify and expand the interns' development in nine areas. This occurs by offering increasingly more challenging experiences as well as a higher level of responsibility as the intern matures professionally.

The William James College Internship Consortium, committed to high quality training in professional psychology, is designed to facilitate the accomplishment of the following nine internship training goals.

Goals and Competencies

1. Research

- Element 1: The intern demonstrates the substantially independent ability to critically evaluate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.
- Element 2: The intern demonstrates the substantially independent ability to 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

Be knowledgeable of and act in accordance with each of the following:

- Element 1: The current version of the APA Ethical Principles of Psychologists and Code of Conduct
- Element 2: Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels.
- Element 3: Relevant professional standards and guidelines.
- Element 4: Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.
- Element 5: Conduct self in an ethical manner in all professional activities.

3. Individual and Cultural Diversity

- Element 1: The intern demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Element 2: The intern demonstrates 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.
- Element 3: The intern demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles.

- Element 4: The intern demonstrates the ability to apply a framework for working effectively with areas of individual and cultural diversity.
 - Element 5: The intern demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or world views create conflict with their own.
4. **Professional Values, Attitudes and Behaviors**
- Element 1: The intern behaves in ways that reflect the values and attitudes of psychology, including cultural humility, integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
 - Element 2: The intern engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.
 - Element 3: The intern actively seeks and demonstrates openness and responsiveness to feedback and supervision.
 - Element 4: The intern responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
5. **Communication and Interpersonal Skills**
- Element 1: The intern develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
 - Element 2: The intern demonstrates a thorough grasp of professional language and concepts; produces, comprehends, and engages in communications that are informative and well-integrated.
 - Element 3: The intern demonstrates effective interpersonal skills and the ability to manage difficult communication well.
6. **Assessment**
- Element 1: The intern demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
 - Element 2: The intern demonstrates understanding of human behavior within its context [e.g., family, social, societal, and cultural].
 - Element 3: The intern demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
 - Element 4: The intern selects and applies assessment methods that draw from the empirical literature and that reflect the science of measurement and psychometrics; collects 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.
 - Element 5: The intern interprets 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.
 - Element 6: The intern communicates the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
7. **Intervention**
- Element 1: The intern demonstrates the ability to establish and maintain effective relationships with the recipients of psychological services.
 - Element 2: The intern is able to develop evidence-based intervention plans specific to the service delivery goals.
 - Element 3: The intern demonstrates the ability to implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
 - Element 4: The intern demonstrates the ability to apply the relevant research literature to clinical decision making.
 - Element 5: The intern demonstrates the ability to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
 - Element 6: The intern demonstrates the ability to evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.
8. **Supervision**

- Element 1: The intern demonstrates the ability to apply supervision knowledge in direct or simulated practice with psychology interns, or other health professionals.
 - Element 2: The intern demonstrates the ability to apply the supervisory skill of observing in direct or simulated practice.
 - Element 3: The intern demonstrates the ability to apply the supervisory skill of evaluating in direct or simulated practice.
 - Element 4: The intern demonstrates the ability to apply the supervisory skills of giving guidance and feedback in direct or simulated practice.
9. **Consultation and Interprofessional/Interdisciplinary Skills**
- Element 1: The intern demonstrates knowledge and respect for the roles and perspectives of other professions.
 - Element 2: The intern applies knowledge of consultation models and practices in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.

Competencies

Research competency is viewed through clinical case presentations given by the intern in their interdisciplinary clinical setting, as well as through traditional research, dissertation, and program evaluation opportunities.

Ethical and Legal Standards competency is demonstrated by the application of the current Ethical Principles of Psychologists and the Code of Conduct of APA in the analysis of ethically problematic situations addressed in the internship site in supervision and trainings and in the Consortium Professional Practice seminar.

Individual and Cultural Diversity competency is demonstrated by an awareness and practice according to the APA Multicultural Guidelines and in so doing, promoting multicultural skills and competencies in practice. Weekly Consortium Seminar facilitates personal and professional awareness.

Professional Values, Attitudes and Behaviors competency are emphasized in supervision and Didactic training. Interns are evaluated based on interactions with clients, supervisors, staff, peers and coworkers.

Communication and Interpersonal Skills competency may be achieved through the initial internship search (i.e., the interviewing process itself), as well as through peer relationships with other interns, supervisory and professional relationships with staff and client contact. Written communication is reviewed, and patient documentation is co-signed by supervisors. Verbal communication is evaluated in supervision, staff meetings and case presentations.

Assessment competency is furthered by the administration of psychological tests and report writing, as well as diagnostic interviewing and client and program evaluation.

Intervention competency is addressed in the variety and diversity of clients seen, as well as the variety of treatment approaches and modalities of treatment utilized. Psychotherapy is conducted at all internship sites and many involve individual, group, couple or family therapy and may be brief or longer term. Crisis intervention is often part of internship experiences, either formally as part of the service responsibilities or informally as they occur during ongoing therapy.

Supervision competency is met as interns consult weekly with assigned practicum students on a one-to-one basis. This supervisory experience is discussed in the weekly Consortium Seminar with other supervising interns and led by a William James College faculty member.

Consultation and Interprofessional/Interdisciplinary competency is addressed during internships through supervised clinical consultations to schools, parents, court systems, primary care physicians, other mental health professionals, faculty and the like, depending on the site. Also, psycho-educational opportunities are available through group interventions. Interns complete a site-specific program evaluation activity which they present to internship staff as well.

SUPERVISION

Half-time interns receive a minimum of two hours per week of regularly scheduled, face-to-face individual supervision from a licensed psychologist and 1 hour of group supervision from an appropriately credentialed health care provider. Full-time interns receive a minimum of three hours per week of regularly scheduled, face-to-face individual supervision from a licensed psychologist and 1 hour of group supervision from an appropriately credentialed health care provider. All interns are matched with individual supervisors at the beginning of the training year based on site and specialty areas.

Year II half-time and full-time interns provide 1 hour per week of consultation/peer supervision to practicum students during year 5 of the program during internship. Supervision of Supervision is provided during Consortium Seminar for these interns at least 2X/month.

Telesupervision: Interns may participate in telesupervision. The use of telesupervision is determined by the site. Interns are oriented to telesupervision policies and procedures at their sites at the beginning of the training year when they meet with their training supervisor(s). If a site elects to utilize telesupervision, video use is required and the site must use HIPAA compliant technology. When telehealth occurs, sites are required to have a supervisor available in “real” time when students are delivering clinical services, and to have access to relevant case notes and background information during the supervision. Supervisors must also be available remotely for crises and consultation. This consultation is in addition to their regularly scheduled supervision.

TRAINING STAFF (2026-2027)

Core Training Supervisors:

1. Christopher Anderson, Ph.D.
2. Kyra Battaglia, Psy.D.
3. Kelly Casey, Ph.D.
4. Laurie Costigan, Psy.D.
5. Matthew Eisner, Psy.D.
6. Molly Falkowski, Psy.D.
7. Kristen Hurd, Psy.D.
8. Aaron Kaplan, Psy.D.
9. L. Megan Kersting, Psy.D.
10. Stacey Lambert, Psy.D.
11. Irene Piryatinsky, PhD, ABPP-CN
12. Marc Robert, Psy.D.
13. Susan Taylor, Psy.D.
14. Jennifer West, Ph.D.
15. Diana Westerberg, Ph.D.
16. Angela Wilbur, Psy.D.

Orientation

The Consortium Director will meet with the interns for a Consortium orientation no later than the first week of each training year. Orientation will include a thorough review of the Consortium Handbook.

Internship sites are required to have a procedure for intern orientation. Sites are responsible for conducting orientation for interns within the first two weeks of the training year.

Training Seminars

A minimum of four hours of scheduled training experiences occur weekly for the two-year, half-time model and a minimum of five hours of scheduled training experiences occur weekly for the one-year, full time model. Two of these hours are spent in a William James College Consortium seminar led by William James College faculty. A seminar in Professional Practice, Diversity and Difference is held weekly at William James College. Additionally, weekly seminars in Intervention and Assessment with site-specific populations are held at each of the individual internship sites. These trainings may include case conferences, didactic seminars, in-service education, grand rounds and/or specialized additional supervision.

The structure and content of the Consortium Seminar opportunity is described below.

The Professional Practice, Diversity and Difference Seminar meets at William James College for 2 hours per week for two years and is led by Dr. Angela Wilbur, Dr. Jennifer West, Dr. Aaron Kaplan, Dr. L. Megan Kersting, Dr. Kyra Battaglia, and Dr. Kate Roarr. (William James College Faculty). The purpose of this seminar is to provide interns with relevant knowledge about the role of individual diversity in psychological phenomena and professional practice and to increase awareness of personal and professional practices pertaining to diversity. Using a case presentation approach, didactic and experiential information will be presented and discussed with professionals with various expertise to increase interns' competency in treating diverse clients. Included in this seminar are periodic intern meetings with the William James College Consortium Director. Topics covered include ethics, empirically validated therapies, licensure overview, post-doctoral training, job search strategies, as well as topics of special clinical interest such as trauma-informed treatments and other clinical topics. In their second year of internship, interns present their dissertation research as well and focus on Supervision of Supervision competency.

The Consortium Seminar divides first, and second year interns and presents a different syllabus for each internship year. Interns meet for two years weekly in small groups which alternate with larger group presentations. Full-time interns are placed with second-year interns.

Intervention and Assessment Seminars are held at internship sites for two hours every week and include training on site-specific clinical assessment and interventions and aspects of psychological testing. Specific populations and disorders are covered. These seminars vary by site.

Weekly Schedule of Intern Activities (Sample)

Weekly Schedule of Intern Activities (Sample)	Half-time Hours/Week	Full-time Hours/Week
Individual supervision	2	3
Group supervision	1	1
Consortium Seminar and Supervision of Supervision	2	2
On-Site Internship Seminars and Case Consultations	2	3
Direct Service (face-to-face) (Intervention & Assessment)	7-13	10-25
Staff Meeting-Charting-Case Notes etc. Program Evaluation	6-10	9-13
Total Average Hours:	27	40

COMPENSATION AND BENEFITS

Compensation and benefits are published on a yearly basis and are consistent across all sites.

The Consortium Internship stipend is \$30,000 for the two-year half-time and the one-year, full-time internship.

Each intern carries the formal title of “Intern”. The half-time internship position is 27 hours per week. The full-time internship is 40 hours per week.

Interns will receive the following benefits listed below during their training:

1. Vacation time: Interns receive vacation days equivalent to 2 training weeks annually (e.g., half-time interns 54 hours, full-time interns 80 hours). The Consortium Coordinator must be notified in advance and vacation time must be approved. Interns are to follow site-specific administrative procedures in requesting this time away from the site. There is an additional internship break from August 2-13, 2027, for half-time interns.
2. Sick leave: Sick leave is accrued at the rate of 4 hours per month, resulting in 5 days during a training year. Sick leave may be used as it is accrued. Site-specific policies and procedures must be followed administratively. Interns may not use sick leave in lieu of vacation time.
3. Holidays: Interns have 10-11 holidays annually: Labor Day, Thanksgiving (2 days), Christmas (3 days), New Year’s Day, Martin Luther King Jr. Day and Memorial Day, Juneteenth, and July 4th, if applicable.
4. Facilities: Interns have professional office space furnished in a typical manner with desks, chairs, and telephone. Administrative/secretarial support services and office supplies are available as needed. Interns have access to computers and the internet at sites and/or at William James College.

The William James College library, under the guidance of a full-time professional librarian, a full-time library assistant, and half-time student staffing, maintains a carefully selected core collection of approximately 20,000 titles (4,000 print and the remainder electronic), several thousand journals (available online), several hundred hours of video (on disk and online), assessment kits, scoring software, and access to student-generated research projects. The library also provides access to course readings. Increasing access to electronic databases, interlibrary loan, collaborative relationship with other libraries, and instruction in research strategies support the curriculum, faculty scholarship, and dissertation research.

The library maintains an extensive library of psychological tests ranging from paper and pencil inventories to full batteries to assess cognitive, academic, personality, vocational, and neuropsychological functioning. The tests, and

the associated forms, are available for classroom instruction and student use to complete assignments. The library also provides scoring materials for each test. The test library is updated as new instruments and revisions of older instruments are published. The library also offers online testing for some personality, vocational, organizational, and leadership development measures. Students are allowed to check out testing equipment for use as part of their class assignments and field placement activities. In addition to the tests maintained in the library collection, the library provides guidance for students in researching possible tests for use in their dissertation projects.

Additional consortium test kits, computers, scoring materials and manuals are available from the Consortium Assessment Coordinator.

EXIT CRITERIA

1. Half-time interns must complete a minimum of 2,242 hours (not including vacation/sick/holiday time) in no more than 24 months. Interns complete a minimum of 1296 hours in their first year and a minimum of 1026 hours in their second year. Full-time interns must complete a minimum of 2,000 hours (not including vacation time) in no more than 12 months.
2. Half-time interns must receive a rating of 4 or higher on all profession wide competencies and elements at the completion of the first year of internship. At the end of the internship (year 2), half-time interns must receive a rating of 5 on all profession wide competencies and elements on the Final Intern Evaluation Form. Full-time interns must receive a rating of 4 or higher on all profession wide competencies and elements on the Mid-Year Intern Evaluation. At the end of the internship, full-time interns must receive a rating of 5 on all profession wide competencies and elements on the Final Intern Evaluation Form.
3. All interns must complete all site-related paperwork including clinical notes (intake, progress notes, treatment plans, and termination summaries) and psychological testing reports, as well as two Consortium Internship Site Evaluation Forms, Consortium Seminar Evaluations, the Post-Internship Survey, and all Time2Track data.
4. All Interns must successfully address any grievance process and/or remediation plan.
5. All Interns must complete 5-6 testing batteries and write 5-6 integrated test reports.
6. All Interns must complete one Program Evaluation project.

RESEARCH

The practitioner-scholar model is greatly valued by the Consortium. Interns are encouraged and supported in their research efforts. Interns may participate in ongoing applied research projects conducted at their Consortium site and participate in supervisory and training discussions incorporating evidence-based treatment. Interns are also required to attend at least three doctoral colloquia. Attendance and presentations at local and national conferences are encouraged.

ADMINISTRATIVE DUTIES

Consortium interns are required to meet professional obligations in a timely and responsible manner. Paperwork related to client clinical work, such as progress notes, intake evaluations, termination summaries, psychological test reports, etc., as well as clerical tasks related to the internship, such as Time2Track, must be kept current.

Interns are required to attend and participate in on-site training seminars, as well as Consortium seminars held at William James College.

Interns may have other administrative duties described in on-site internship manuals.

EVALUATION

The internship training experience is coordinated utilizing an Assessment and Planning conference which is held between the first and second training years for the half-time model and at the start of the full-time model. There is also an abbreviated Assessment and Planning Conference at the end of internship for both models. The intern's academic advisor chairs this conference which is attended by the intern, the Consortium Coordinators and/or primary site supervisors from the field sites. The intern and a selected peer also attend this conference which is held at both the beginning and the end of the first year of internship, prior to beginning the training year. During the conference, goals are developed for the intern's forthcoming internship year. Consistent with the William James College philosophy of linking course work and field training, each year of internship has a designated faculty member to integrate the two experiences. The advisor and instructors of the Advanced Clinical Seminar: Theory and Practice of Supervision course serve in this capacity.

The William James College Consortium evaluates the interns and sites in numerous, ongoing ways to ensure that training goals and objectives are being accomplished and that the Consortium resources and processes are adequate.

In the fall of each internship year the primary supervisor informs the Consortium Director and/or Consortium Site Visitor if the intern is at the anticipated level of performance at that time, along many dimensions (e.g., use of supervision, quality and quantity of service delivery, professional relationships, and behavior) as well as if progress is being made toward goals specified on the intern's Field Placement Contract. If there are concerns/questions raised, consultations will occur between the necessary parties (the intern, primary supervisor, Consortium Director, faculty advisor). These consultations may be by phone or in a site visit.

At the end of the first half of the internship year(s), primary supervisors complete a Mid-Year Intern Evaluation Form assessing the interns' performance to date. This evaluation is first shared with the intern and then is submitted to the Consortium Office for dissemination to the Consortium Director and the intern's academic advisor. If problems are evident, a consultation will ensue. If necessary, an intermediate Assessment and Planning Conference will be held, and a written remediation plan devised.

The primary supervisor submits a Final Intern Evaluation Form at the end of each training year.

The Assessment and Planning conference is the final evaluative experience of each training year. The intern's performance, both in the field and in the classroom, is discussed in an integrative manner. A critical review occurs determining if goals and objectives were met during the past internship experience and whether competency at the pre-doctoral internship level was attained. New individualized goals and objectives are then constructed for the second half-time internship year or for future post-doctoral experience. The primary supervisor for the upcoming training year, if applicable, signs the Field Placement Contract, which documents these goals to indicate agreement, as does the intern and faculty advisor.

To evaluate the quality and effectiveness of internship sites, the intern and the Consortium Director are involved. Twice during each internship year, interns are required to complete a Site Evaluation Form documenting the quality of supervision and training, the adequacy of the site's physical resources, and the quality and quantity of opportunities to provide service delivery. These forms are reviewed by the Consortium Director and if areas of concern are noted, these will be discussed with the internship site's Consortium Coordinator and/or primary supervisor. Plans for improvement or modification are devised and implemented. Annually, interns also complete an evaluation of the Professional Practice, Diversity and Difference Seminar. Alumna are asked to also complete a Post-Internship Survey.

In addition to site visits generated out of concern, the William James College Office of Field Education makes routine site visits on an annual basis.

ETHICS, DUE PROCESS AND GRIEVANCE PROCEDURES

Ethical Standards

Consortium interns are expected to abide by the William James College Guidelines on Professional Behavior which espouse the expectation that students/interns will sustain an overall attitude of receptivity to all sources of personal and professional learning during professional training. This academic policy includes an overall knowledge, appreciation and acceptance of the ethical standards and guidelines for the practice of psychology.

The William James College Consortium expects all internship site staff members to be familiar with the APA Ethical Principles of Psychologists and Code of Conduct, relevant professional state guidelines and Federal Statutes, including HIPAA, which apply to the practice of applied clinical psychology. The internship site staff will assist interns learn about ethical considerations and dilemmas related to their clients, in both individual and group supervision. In addition, understanding is deepened as a result of the William James College Ethics, Standards and Professional Practice course which focuses on ethics cases and their application to clinical practice.

Interns are expected to review legal and ethical statements with clients during intake sessions (such as those related to confidentiality and informed consent), provide appropriate disclosure statements, and conduct themselves in an ethical manner at all times.

Interns are expected to be knowledgeable of the following codes of ethics and professional guidelines:

APA Ethical Principles and Code of Conduct (2002): <https://www.apa.org/ethics/code/ethics-code-2017.pdf>

APA Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Population: <http://www.apa.org/pi/oema/resources/policy/provider-guidelines.aspx>

Massachusetts Board of Registration Regulations for Health Service Providers
<https://www.mass.gov/regulations/130-CMR-411000-psychologist-services>

Massachusetts Mental Health Law
<https://www.mass.gov/info-details/massachusetts-law-about-mental-health-issues>

Nesbitt, N. A. (1976). Tarasoff v. Regents of the University of California: Psychotherapist's Obligation of Confidentiality Versus the Duty to Warn. *Tulsa LJ*, 12, 747. Retrieved from <https://digitalcommons.law.utulsa.edu/tlr/vol12/iss4/7>

HIPAA (Health Insurance Privacy and Portability Act) <https://www.hhs.gov/sites/default/files/privacysummary.pdf>

The Internship Consortium adheres to the APA Ethical Standards as well as the relevant professional psychology licensing laws.

Policy on Social Media Forum Policy

Interns who use social media (e.g., Facebook, Instagram, Linked In, etc.) and other forms of electronic communication should be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. As such, interns should make every effort to minimize material that may be deemed inappropriate for a psychologist in training. To this end, interns should set all security settings to “private” and should avoid posting information/photos or using any language that could jeopardize their professional image. Interns should consider limiting the amount of personal information posted on these sites and should never include clients as part of their social network or include any information that might lead to the identification of a client, or compromise client confidentiality in any way. Greetings on voicemail services and answering machines used for professional purposes should also be thoughtfully constructed. Interns are reminded that, if they identify themselves as an intern in the program, the Consortium has interest in how they are portrayed. If interns report doing or are depicted on a website or in an email as doing something unethical or illegal, then that information may be used by the Consortium to determine probation or even retention. As a preventative measure, the Consortium advises that interns approach social media carefully. In addition, the American Psychological Association’s Social/Media/Forum Policy may be consulted for guidance: <http://www.apa.org/about/social-media-policy.aspx>.

(Note: this policy is based in part on the policies developed by the University of Albany, Michael Roberts at the University of Kansas, Elizabeth Klonoff at San Diego State University, and Jenny Cornish at Denver University).

Due Process

As specified in the William James College Clinical Psychology Program Handbook, it is the responsibility of the intern to report to the Consortium Director and his/her academic advisor any problems arising in the internship, including individual or personnel difficulties, as well as difficulties with changes in site structure or contracts. It is in everyone’s best interest that such problems are dealt with early in the process. The Consortium Director will consult and investigate the problems identified by the intern related to the internship site. If circumstances at an internship site change appreciably and internship requirements cannot be fulfilled, the intern may request that the Consortium Director change their training site. The Consortium Director will address the issues directly with the site and make a determination regarding removal of an intern and/or termination of the site as a viable consortium member.

During the course of an internship, site supervisors and/or training staff may indicate in written evaluations and/or verbal communication, that an intern’s performance is inadequate or problematic. William James College interns are expected to sustain an overall attitude of receptivity to all sources of personal and professional learning during the course of professional training. These attitudes and attributes include but are not limited to those that are enumerated in the William James College Clinical Psychology Program Handbook. Likewise, an intern might indicate that a consortium supervisor or staff member demonstrates problematic behavior.

In either case, these complaints will be taken seriously and responded to promptly. Interns and staff are required to inform the Consortium Director of their concerns. They will be instructed to first attempt independently to discuss the issue(s) directly with the person(s) with whom they take issue. It is hoped that the parties will work to resolve the issue in a manner satisfactory to both.

The following grievance procedures exist to aid in problem resolution if a satisfactory outcome cannot be derived in the manner described above.

Record Retention Student/intern records are maintained permanently and stored within the College’s confidential student electronic record systems with restricted access limited to the personnel in the Office of Field Education and the Registrar’s Office.

Procedures which can be initiated by an intern.

Interns may consult with the Consortium Director, the William James College Director of Field Education and/or the William James College Chair of the Clinical Program for informal dispute resolution. If an intern has a problem with a supervisor, internship Consortium Coordinator, Consortium or internship training staff member that could not be resolved through discussion with that person, the William James College Internship Consortium Director will meet with both parties to provide consultation, mediation, and resolution of the problem. The Consortium Director will

document in writing the nature and outcome of this meeting and share this information with the internship site Consortium Coordinator and the William James College intern's academic advisor. If the issue is with the Consortium Director, the William James College Dean of Students will assume the mediation role.

If resolution cannot be achieved and the intern still has a grievance, the William James College Director of Field Education will review the grievance, gather appropriate information regarding the grievance and inform the intern of its findings. Recommendations will be made to the Consortium Director and internship site Consortium Coordinator. If the intern is dissatisfied with this decision, an appeal can be made to the William James College Chair of the Psy.D. Program, who will make a final determination.

Procedures for addressing on-site student concerns by a site.

Outlined below are the expectations for how our sites would work with us if there are concerns about a trainee's clinical competence relevant to training level, professional behavior or meeting the learning goals. We have a clear expectation that there is a joint commitment to training among the site, the trainee and the college.

- ✓ **Step 1:** If you have concerns about a WJC trainee please communicate directly with the trainee your concerns and document when you brought those concerns to their attention.
- ✓ **Step 2:** If the trainee does not improve on the concerns after discussion, please notify Field Education immediately.
- ✓ **Step 3:** A Corrective Action Notice (CAN) will be filed by Field Education on behalf of the site.
- ✓ **Step 4:** An Interim Assessment & Planning meeting will be scheduled with all relevant parties.
 - During this Interim Assessment and Planning meeting a formal Remediation Plan – which has been created by the site in preparation for this meeting – will be discussed. The Plan should include detailed and measurable outcomes, and a time frame in which the concerns will be addressed.
- ✓ **Step 5:** If the WJC trainee has passed their remediation plan, the process ends here. If they have not, next steps will be discussed with the student which may include, but are not limited to, probation, extension of training year, suspension, dismissal from site, etc.
 - The Site may choose to not have the trainee return to site until this meeting occurs.

General understanding: Incidences at site – including but not limited to – ethical, procedural, and/or behavioral violations may warrant skipping steps 1-4 above. This will be discussed on a case-by-case basis with site, Field Education, and/or Advisor. Unless there is a rare/extreme situation, no student should be asked to leave a training site without first going through these steps. The site's administration and school will, in good faith, support the trainee in successfully fulfilling their part on the remedial plan.

HOUSING AND RECREATION

The majority of William James College interns are already living in the Greater Boston/New England area as many are in both classroom and half-time internships simultaneously. Some have specifically chosen this training model in order to stay in their community with their family. Boston is a culturally rich city offering entertainment in most venues—theatre, sports, music, and art. The William James College administration and the William James College Student Coordinating Committee host various social and recreational events for interns as well. Full-time interns will continue to remain in the Greater Boston area and/or relocate within the New England area depending on their internship placement location. Interns needing to re-locate for internship, should contact their Consortium Coordinator for a list of resources and housing options to consider.

COMMUNICATION WITH ACADEMIC PROGRAMS

Prior to beginning the internship, the Consortium Coordinator and/or supervisor will attend the intern's Assessment and Planning Conference at William James College. At this meeting, individualized intern training goals for the forthcoming training year will be determined. Prior to the beginning of the second year of internship, the Consortium Coordinator will update the intern's individualized training goals. Interns will complete a Field Placement Contract in collaboration with the Consortium Director, their academic advisor, and the internship Consortium Coordinator. This contract outlines the formal parameters of the training requirements and responsibilities, including procedures for intern evaluation.

In addition to written evaluations during the training year (Intern Evaluation), the Consortium Director may consult with the primary supervisor to assess whether the intern is at the anticipated level of performance at a given time. Additionally, informal telephone and e-mail contact may be initiated as needed by the Consortium Director, Consortium Coordinators or internship site supervisors and the academic program advisors. If interns experience problems with the training program, they are expected to speak directly to their internship site supervisor(s) and/or site Consortium Coordinator and/ or the William James College Consortium Director.

In addition to the Intern Evaluation, site supervisors are required to provide input for the intern's William James College Assessment and Planning Conference. At this time, they are asked to outline the intern's progress, any site concerns, and recommend future training goals. These are recorded in writing by the academic advisor who chairs this planning meeting.

MULTIPLE ROLES RELATIONSHIP GUIDELINES

Faculty members who also serve as Consortium Internship staff are clear about the potential for complicated dual relationships. The William James College Dean of Students, the Chair of the Psy.D. Program, as well as the Consortium Director are available for consultation and intervention if a situation warrants handling a possible dual relationship issue. Interns do have options as to which faculty instructors and to which internships they choose to apply.

Non-Discrimination Policies

The Clinical Psychology department adheres to the college-wide policies and procedures outlined in the Graduate Handbook. Policies and procedures can be found in the Graduate Student Handbook and here: <https://www.williamjames.edu/about/human-resources/non-discrimination-and-title-ix.html>

Non-Discrimination and Title IX Guidelines for Field Education

The College has a responsibility to ensure that students and field education sites establish expectations and responsibilities related to non-discrimination, harassment prevention, and student safety for students participating in clinical, practicum, or internship placements at the participating organization ("Site").

Toward that effort, The College, through its Field Education Departments and Title IX Office seeks to support students in their field experience in the following ways:

- Students in field education have the right to learn and work in an environment free from discrimination, harassment, retaliation, and misconduct. This applies to all placement settings, including off-campus field education sites. Students are protected from discrimination or harassment based on protected identities, including but not limited to:
 - Sex, gender identity, or gender expression
 - Sexual orientation
 - Race, color, or national origin
 - Religion
 - Disability

- Age
 - Any other protected status under applicable law
- If a student experiences or witnesses' discrimination, harassment, sexual misconduct, or retaliation, the student is encouraged to report it as soon as possible. Students may report concerns through multiple channels, including their site supervisor, The site's Human Resources Department (or HR Designee), Field Education Coordinator, WJC Title IX Office or WJC's online reporting system.
 - If a student wants to report directly to a member of WJC or ask for help, the student may contact the following departments and individuals:

Field Education Coordinator or Supervisor

Title IX Coordinator

William James College

sandy_ferreira@williamjames.edu

Deputy Title IX Coordinator / Dean of Students

William James College

Lisa_Enright@williamjames.edu

- If a student wishes to access support and resources without formally reporting an incident or complaint, the College has designated specific employees as Confidential Employees. Those designated by the College as Confidential Employees are not required to report actual or suspected discrimination, harassment, or retaliation in a way that identifies the Parties. They will, however, provide the student with the Title IX Coordinator's contact information and offer options and resources without any obligation to inform an outside agency or a College official unless the student has requested the information to be shared. A list of Confidential Employees can be found on the WJC Non-Discrimination and Title IX Policy and Procedures webpage- <https://www.williamjames.edu/about/human-resources/non-discrimination-and-title-ix.html>
- Supportive measures are available even without a formal grievance. The College can offer supportive measures to help you stay safe and continue your education. Supportive measures may include but are not limited to the following: academic flexibility or schedule adjustments, changes in supervision, a no-contact directive, and access to counseling or support services. Supportive measures are designed to minimize academic impact while prioritizing your safety and well-being.
- William James College is committed to ensuring that students who are pregnant or experiencing pregnancy-related conditions have equal access to their education. If you need adjustments to continue participating in your education, you may request reasonable modifications through the Title IX Office. Reasonable modifications are individualized modifications to prevent discrimination on the basis of pregnancy or a related condition and that do not fundamentally alter William James College's education programs or activities. Modifications may include flexibility with attendance, coursework, exams, field education experiences, lactation needs, or other individualized supports. There are times when a request for a modification cannot be approved. Alternative modifications would be considered. Students are encouraged to contact their **Field Education Coordinator or Supervisor** and the **Deputy Title IX Coordinator** as early as possible to discuss available options. Medical documentation is generally not required unless needed to determine appropriate modifications. Your privacy will be respected, and information will be shared only as necessary to implement approved supports. The complete Pregnancy and

Pregnancy Related policy can be found on the Title IX Policy and Procedures webpage-
<https://www.williamjames.edu/about/human-resources/non-discrimination-and-title-ix.html>

Accessibility Guidelines for Field Education

William James College requires extensive field education experience for most of its academic programs. Students begin the field education experience in their first semester and continue throughout their time at The College.

The College has a responsibility to ensure that students have an equal opportunity for participation in these field education experiences (Office of Civil Rights, 2016)

Toward that effort, The College, through its Student Accessibility Services office (SAS) seeks to support students with disabilities in their field experience in the following ways:

- The College has a duty to recognize reported needs by students with disabilities in their field education placement and then work with the student through the Field Education Office to help them navigate the ADA process in their field education placement with the hosting organization, typically through the hosting organization's Human Resources function.
 - The College, through SAS and the Field Education Office, will seek to identify who the appropriate staff are at the hosting institution to understand how the student will communicate with that institution about their needs in the interactive process of the ADA in that organization.
 - SAS would collaborate with the Field Education Office to assist the student in communicating with the hosting organization about the ADA process in that organization.
 - Accommodations approved for academic access do not apply to field education settings. If accommodations are needed in the field education site students would pursue the ADA process with the field education organization.
- If a student's request for accommodation is denied in the hosting organization, the ADA Coordinator may request a written explanation of the denial to explain how the requested accommodation would fundamentally alter the nature of the assignment/job/role and to identify alternatives that may have been considered that would enable the student to equitably participate in the field education placement.
 - There may be instances where the requested accommodation is considered a fundamental alteration and alternatives do not meet the needs of the student, and therefore there may be times when a student may need to find an alternate field education placement which is able to accommodate their needs.
 - The College cannot require another organization to accommodate the student in a way that the other organization has determined to be a fundamental alteration.
 - SAS will collaborate with the Field Education Office as needed in their process when necessary to assist the student to find another field education placement location where they can receive needed accommodations.
 - The ADA Coordinator will collaborate with the Field Education Office to investigate student complaints of alleged disability discrimination or failure to provide approved accommodations at field education sites.

These Guidelines are intended to provide a consistent structure in which to support students with disabilities in their field education placements when they may need disability accommodations. For questions about these Guidelines please contact the William James College ADA Coordinator at accessibility@williamjames.edu.

Office of Civil Rights (2016). Resolution agreement Argosy University. OCR case number 09-14-2280. Available at: <https://www.ed.gov/media/document/09142280-bpdf-29185.pdf>.

CONTACT INFORMATION FOR SITES

Brenner Center for Psychological Assessment and Consultation (Brenner Center)

One Wells Avenue, Newton MA 02459

Consortium Coordinator: Kelly Casey, Ph.D.

kelly_casey@williamjames.edu

617-327-6777, ext. 2274

Edward K. Kennedy Community Health Center (EMK)

605 Lincoln Street Worcester, MA 01605

Consortium Coordinator: Laurie Costigan, Psy.D.

laurie.costigan@kennedychc.org

508-595-0719

Human Relations Service (HRS)

11 Chapel Street, Wellesley, MA 02481

Consortium Coordinator: Susan Taylor, Psy.D.

staylor@hrshelps.org

781-235-4950

LifeStance Health

89 Access Road, Unit 24 Norwood, MA 02062

Consortium Coordinator: Marc Robert, Psy.D.

marc.robert@lifestance.com

781-551-0999

Lynn Community Health Center (LCHC)

269 Union Street, Lynn, MA 01901

Consortium Coordinator: Diana Westerberg, Ph.D.

dwesterberg@lchcnet.org

781-596-2502

MassGeneral Brigham at Salem Hospital (MGB)

55 Highland Avenue, Salem, MA 01970

Consortium Coordinator: Molly Falkowski, PsyD

mfalkowski@mgb.org

978-354-2700

Neuropsychological Assessment Clinic (NAC)

77 Warren Street, Brighton, MA 02135

Consortium Coordinator: Irene Piryatinsky, PhD

ipiryati@bidmc.harvard.edu

617-383-6804

Rural Vermont Collaborative of the Precision Valley (RVCPV)

60 Park Street, Springfield, VT 05156

Consortium Coordinator: Kristen Hurd, Psy.D.

khurd@northstarfqhc.org

802-885-5119

The Triumph Center

36 Woburn Street Reading, MA 01867

Christopher Anderson, PhD

drchris.triumphcenter@gmail.com

781-942-9277

University of Massachusetts, Lowell Counseling Services

220 Pawtucket Street, Suite 300 Lowell, MA 01854

Consortium Coordinator Matthew Eisner Psy.D.

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