



# Psychology Internship Program

*Accredited by the Commission on Accreditation  
of the American Psychological Association*

**Southeast Human Service Center  
Fargo, ND**



DHS

# Southeast Human Service Center



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## MISSION

**The mission of the Southeast Human Service Center (SEHSC) is to provide or promote efficient and effective services to benefit identified vulnerable children, adolescents, adults, elderly and families. The services will assist those persons to help themselves maintain or enhance their quality of life, which may be threatened by emotional crisis, disabling condition, or inability to protect themselves. Emphasis is placed on preserving or maximizing as appropriate each person's independence, always recognizing the person's constitutional and civil rights.**

**Southeast Human Service Center (SEHSC)** is one of eight regional human service centers within the North Dakota Department of Human Services designed to provide a wide range of human services to the residents of Cass, Ransom, Richland, Sargent, Steele and Traill counties of southeastern North Dakota. It does not discriminate or deny benefit of service or assistance on the basis of race, color, religion, sex, national origin, age, political beliefs, handicap or status with respect to marriage or public assistance.

## Core Services

Admissions/Crisis Response	Counseling Services	Regional Aging Services
Adult Substance Abuse Treatment Services	Psychological Services	Economic Assistance Program
Psychiatric Nursing Services	Psychiatric Services	State Ombudsman Program
Extended Care-Seriously Mentally Ill (SMI)	Quality Control Review	Partnerships Program for Children's Mental Health
Residential Services	Children & Family Services	County Services For Children & Families
North Dakota Health Tracks Program	Adolescent Substance Abuse Treatment Services	Early Intervention Services
Developmental Disabilities Services	Rehabilitation Consulting and Services	

## Psychology Services

The Psychology Department is made up of a Chief Psychologist/Training Director; three doctorate level licensed psychologists, a master's level licensed exempt psychologist, a psychometrist, and two pre-doctoral interns. Throughout the year, there may also be one-two graduate level practicum students from regional colleges and professional schools who are completing clinical practicum supervised by psychology staff.

The Psychology Department is responsible for the completion of a variety of psychological assessment, behavioral assessment and intervention, participation in multidisciplinary treatment planning, individual and group psychotherapy, consultation to SEHSC staff and outside agencies, in-service training, community education, supervision, program development and implementation, and program evaluation.

The chief psychologist indirectly supervises the entire department and directly supervises the licensed psychologists and the pre-doctoral interns (on alternating rotations). One of the licensed psychologists supervises the clinical work of the master's level licensed exempt psychologist and the pre-doctoral interns on their work at the agency's satellite office. The master's level license exempt psychologist also regularly provides supervision to psychology practicum students.

**The licensed psychologists and the master's level licensed exempt psychologist are responsible for providing services to individuals with developmental disabilities, including behavior plans, behavior therapy, group therapy, cognitive and functional assessments, and applied behavioral analyses for individuals with mental retardation. They also serve as representatives of the Behavioral Intervention Committee (BIC), which is designed to evaluate the appropriateness of behavioral interventions for individuals with developmental disabilities. There are also numerous referrals that come from Children and Family Services seeking behavior plans written for children and adolescents who are acting out and having a difficult time being controlled in their home and school environments. The psychology department primarily serves the adult population, but also offers consultation, psychological assessment, and behavioral assessment and interventions for children and adolescents.**

## **Training Model**

**The pre-doctoral Internship Program offered at SEHSC provides an intern with exceptional generalist training to prepare him/her for entry level clinical practice in various settings. The Internship Program follows the practitioner-scholar training model wherein the professional practice of psychology is informed by scholarly and scientific inquiry. As such, the intern is encouraged to integrate clinical practice and science by utilizing clinical research and theory to guide clinical thinking and practice. More specifically, the Internship Program involves didactic trainings of various clinical issues and empirically validated treatments, experiential activities, and clinical supervision. Furthermore, each intern is assigned a scholarly journal during the training year to review and facilitate monthly research seminars. It will be expected the article chosen by the intern will be presented with an eye toward clinical application.**

**The SEHSC Internship Program not only has a firm commitment to the integration of clinical science and practice, but it strongly considers the developmental progression implicit in an intern's professional development. As such, the SEHSC Internship Program emphasizes a developmental training approach where the intern moves along a continuum from a classroom based graduate student, to an inexperienced supervisee in the field, and finally to a competent entry level psychologist. To achieve this, the Internship Program provides clinical supervision that is tailored to match the intern's skill acquisition and professional development over the course of the training year. This concept of supervision involves the supervisor assuming the various roles of teacher, model, coach, counselor, and peer (Whiting, Bradley, & Planny, 2001).**

**The training year is sequential and graded in complexity. As such, the training experience is designed to initially offer an intern the necessary structure and supervision based on their beginning skill level, style, and clinical experience. Interns are provided considerable structure, direction, and support from the clinical supervisor to increase the intern's confidence and reduce anxiety (Whiting et al., 2001). Likewise, the complexity of the cases interns are assigned are commensurate with their skill level and knowledge base. At the outset of their training experience, cases are screened to ensure interns are assigned less severe or complex cases, but as the interns demonstrate increased knowl-**

**edge of clinical issues and stronger skills and abilities, they will be responsible for cases that are more complex and demanding. Didactic trainings are also planned to follow a developmental model with the introduction of basic topics and movement towards more complicated issues and treatment approaches. The final trainings focus on professional development, licensure, and preparation for post-doctoral residency positions.**

**Clinical supervision of the interns is sequential and graded in complexity as well. As such, the amount and intensity of supervision is expected to vary with the intern's skill acquisition and level of autonomy over the course of the training year. Although interns are guaranteed two hours of individual supervision every week, there may be additional supervisory sessions scheduled on an as-needed basis earlier in the training experience. The intern begins the training year under the close, direct supervision of his/her clinical supervisor and initially assumes a less active role in clinical practice while he/she shadows or observes the clinical supervisor engaged in various clinical activities of the particular rotation. This direct supervision is instructional, didactic, and focused on skill acquisition. After the intern has been involved in shadowing and observation of the clinical supervisor, he/she is encouraged to take a more active role in the clinical activities under direct supervision. As the intern acquires increased responsibility and autonomy in clinical practice, he/she is video recorded in the provision of clinical services (i.e., intakes, therapy, clinical interview, test administration, test feedback) for review by his/her clinical supervisor in individual and/or group supervision. The Internship Program has recently added the capacity for in vivo supervision through the use of an observation room and bug-in-the-ear supervision. Although it is the expectation that an intern's clinical skills and clinical decision making progresses over the course of the training year, the intern's clinical abilities and independence are informally and formally assessed throughout the year to ensure the congruence between skill level and provision of clinical services. Interns are formally evaluated at the end of each rotation by the respective clinical supervisor and are informally evaluated by the clinical supervisor during each rotation to address skill deficits and fund of knowledge concerns.**

**The developmental training approach at SEHSC is multi-faceted and ever evolving. In addition to the development of clinical skills, interns are supported in the development of their professional careers. Interns are encouraged to join the American Psychological Association (APA) and the North Dakota Psychological Association (NDPA). Additionally, their attendance at NDPA trainings is highly encouraged and financially supported by the agency. As relationships have been built between our program and community psychologists, interns are able to meet with psychologists practicing at the ND State Hospital, State Penitentiary, other Regional Human Service Centers, private practice offices, and in research and academic settings. The goal for these professional contact opportunities is for the intern to learn more about future career options in the field of psychology, as well as to broaden their exposure to working professionals in a variety of work environments.**

**At the end of the training year, interns are expected to be able to function as a competent and ethical professionals who are equipped to provide various clinical services from a generalist perspective. More specially, the intern's competencies acquired over the course of the training year will have prepared the intern to provide efficient and effective**

**clinical services to children, adolescents, adults, elderly and families with the intent to help them maintain or enhance their quality of life through therapy, assessment, and/or consultation. To this end, the training model and developmental approach of the Internship Program prepares entry level psychologists in the provision of competent and ethical services to a diverse population and consistent with the mission of the sponsoring institution.**

**The internship training program functions in a manner consistent with the American Psychological Association's 2002 Ethical Standard 7.04 (Student Disclosure of Personal Information) as contained in the Revised Ethical Principles of Psychologists and Code of Conduct (APA, 2002).**

## **Administrative and Financial Assistance**

**Interns are fully supported from an administrative standpoint and have the same support staff access as other employees. Interns share a large office, consisting of modular furniture and separate work stations. Interns have private phones, computers, and file cabinets. Additionally, SEHSC provides interns access to multiple psychological and psychiatric journals and other reference materials.**

**Interns in the Internship Program are paid at an hourly rate of \$11 an hour, which translates to an annual salary rate of \$21,900 per year. As state employees, interns will be paid on a monthly basis. The stipend is designed to assist the interns in offsetting the expense of their internship year. Interns are not eligible for SEHSC employee benefits (e.g., annual/sick leave, holiday pay, health insurance, etc).**

## **Intern Duties**

**The internship is organized into three separate, four-month rotations, each with its own focus, and each supervised by a different licensed psychologist. In addition to these discrete learning activities, there are ongoing clinical duties, which the intern is involved in throughout the internship year. The order of an intern's rotations is based on each intern's prior experience, strengths, limitations, and stated internship goals.**

**Psychological assessment makes up a large portion of the responsibilities of the pre-doctoral interns. Approximately 30% of intern training focuses on assessment, all of which is supervised by a licensed psychologist. Interns can expect to conduct integrated evaluations utilizing psychological testing, behavioral analyses, and clinical interviews. Types of evaluations vary by rotation, and will include evaluations such as risk assessments of sexual offenders, and evaluations on parents involved with county social services, as well as more general evaluations such as diagnostic, intelligence, achievement ability, and the like.**

**Interns can anticipate gaining experience in both objective and projective tests. Objective tests used most frequently during the internship will consist of the MMPI-2, MCMI-III, OMNI-IV and the IBS. Interns will also gain exposure to those instruments used with specific populations, such as parenting inventories and sexual offender actuarial scales.**

**Projective tests used most frequently at this internship site include the Rorschach, TAT, and Sentence Completion Test. In addition, interns can anticipate receiving experience using standardized tests for assessing cognitive abilities, including the Wechsler Scales and other neuropsychological screening instruments. Interns will also gain experience administering assessments of adaptive skills and abilities. They will have extensive exposure to both structured and unstructured clinical diagnostic interview techniques.**

**Approximately 15% of the intern's time will be spent in psychological interventions. This will generally be in the form of individual therapy for varied presenting problems including, but not limited to: mood disorders, anxiety disorders, habit disorders, anger management, grief issues, and personality disorders. Interns will also have a number of group therapy responsibilities.**

**Approximately 10% of the intern's time is spent in the development of behavior plans for either children with serious emotional disturbances, with developmentally disabled populations, or indirectly with agencies providing services and care to individuals with developmental disabilities. This may include attending team meetings, Individual Program Plan (IPP) meetings, or other meetings relevant to the client.**

**Approximately 10% of the intern's time is spent in various consultative roles. Formal consultation is also supervised and co-attended by a licensed psychologist. Consultation is facilitated within SEHSC to programs such as day treatment, sexual abuse treatment programming, alcohol and drug staffing, and counseling staffing. The role of the intern during these meetings is to provide diagnostic clarification, program recommendations, and therapeutic direction to multidisciplinary teams within SEHSC. Informal consultation is also an expectation of the interns and may occur when staff may call or drop by the office to discuss a case and request direction.**

**Approximately 15% of the intern's time is spent in individual and group supervision as the program requires each intern receive two hours of individual supervision and two hours of group supervision each week. Approximately 10% of the intern's time is spent in didactic learning experiences. The remaining 10% is spent in various administrative responsibilities and time allowed for working on their dissertation.**

**While on internship at SEHSC, interns have an opportunity to work with a wide variety of clients and populations, ranging from children to the elderly. However, approximately 90% of clients seen by interns will be adults younger than 65. Clients include both males and females. Although North Dakota is largely populated by Caucasian Americans, every attempt to increase the level of cultural diversity will be made. In addition, the Fargo/Moorhead area is becoming increasingly diverse, with a growing refugee population, growing Hispanic population, and a number of Native American tribes in the region. In addition, interns will likely have the opportunity to work with gay/lesbian/bisexual clients, and various ethnic and religious backgrounds. In addition, this placement also offers opportunities for interns to get experience in working with largely rural populations that are not available in more urban areas.**

**Interns are required to carry a caseload of 8-10 individual therapy clients and to complete a minimum of 25 psychological evaluations over the course of the internship year. All of the intern's work is supervised by a licensed psychologist. Individual supervision includes direct observation, review of recorded client activities, role play and re-enactment, and case discussion. Group supervision involves case consultation, review of recorded client activities, role play and re-enactment.**

**Ongoing clinical duties include individual therapy with adolescents and/or adults with behavioral health issues, behavior plans for children with serious emotional disturbances and an array of services (e.g., psychological assessment, behavioral analyses, etc.) to the clients at SEHSC who have developmental disabilities. Additionally, interns attend and participate in clinical staffings and are expected to provide consultation on both a formal and informal basis.**

**Finally, interns work closely with our satellite location, Off Main. The primary responsibilities of the interns at Off Main include psychological assessment with dually diagnosed individuals (MI/CD) to assist the treatment team with diagnostic clarification. Interns may have 1-2 treatment cases at Off Main as well. As part of the treatment team at Off Main, interns also provide consultation to staff on an as-needed basis, as well as participate in a weekly team staffing or multidisciplinary case conference.**

**In addition to the aforementioned ongoing clinical duties, the intern will also attend several multidisciplinary case conferences which will vary by unit depending on which rotation the intern is participating (Adult Therapy, Alcohol and Drug, Sexual Abuse Treatment Team, IDDT). Also ongoing throughout the internship will be didactic training and individual and group supervision. In addition, the intern is expected to participate in all psychology staff meetings and general staff meetings for regular SEHSC employees.**

## **Clinical Rotations**

**The rotations included in internship training have been developed to meet the goal of providing generalist training within a practitioner-scholar training model. Each rotation provides sufficient time for an intern to have a meaningful clinical experience in that setting, to receive appropriate supervision, and to complete necessary paperwork. In scheduling a rotation, efforts are made to arrange blocks of time that allow for a cohesive, non-fragmented clinical experience. The interns will begin on alternate rotations, with alternate supervisors, and will switch rotations every four months until they have had the opportunity to complete all three rotations. During their final rotation, the intern will, with the help of his or her supervisor, identify an appropriate training need for SEHSC, and develop and give such training. This training will be given for any interested persons from SEHSC.**

**At one point during the training year (most typically during the final rotation), the intern will receive a "subpoena" to appear at a mock trial held at SEHSC. The subpoena will be on a recently completed evaluation. All members of the psychology staff will play a role in the "court proceedings." The intern will be expected to prepare for "court" and to give**

**testimony on their evaluation and recommendations. Past interns have consistently rated this as one of their favorite experiences from the internship year, and report that they feel much more prepared to testify in court as a result of this experience.**

## **Rotation A**

- **This rotation will consist of completing psychological assessments for the courts, with a primary focus on assessments of sexual offenders. These referrals primarily come from the North Dakota legal system which refers sex offenders for risk assessments as part of the pre-sentence investigation. Throughout this and all rotations, the intern will continue to be the psychology representative at Off Main and have ongoing individual therapy clients.**

## **Rotation B**

- **On this rotation the intern will continue clinical training by working on a variety of general psychological assessments, as well as a primary focus on evaluations of parents whose children are in foster care and who are at risk for termination of parental rights. These comprehensive evaluations assess parenting strengths and weaknesses, psychological functioning, and provide the county with recommendations of interventions to assist the parent in his/her role as caregiver. Throughout this and all rotations, the intern will continue to be the psychology representative at Off Main and have ongoing individual therapy clients.**

## **Rotation C**

- **In this rotation, the intern will continue to develop his or her assessment skills in a general area, as well as complete psychological assessments with children or adolescents. The intern may have the opportunity to work on program development during this rotation. The intern will continue to be the psychology representative at Off Main and will have ongoing individual therapy clients.**

## **Off Main**

- **Over the course of the training year, interns will be assigned to one of two treatment teams at Off Main where they will serve as the psychology representative for that particular group. Interns will participate in biweekly case staffings where they will be expected to provide consultation to the treatment team and will accompany a licensed psychologist to Off Main's multidisciplinary case conferences on the alternating weeks. Further, each team will be able to refer clients to the intern for psychological assessment. All clinical activities at Off Main will be supervised by a licensed psychologist.**

## **Training Schedule**

**Interns will be required to attend a specific number of community didactics and other training activities provided in the area. Specifically, interns will attend the Colloquium at North Dakota State University, Grand Rounds at the Neuropsychiatric Research Institute, the education series at Prairie St. John's, and case conferences at Sanford Health. Interns will also be encouraged to attend a biweekly Ethics group that involves several mental health professionals from the community. Interns will be required to attend didactics provided by staff in the Psychology or Psychiatry Unit at SEHSC.**

## Supervision

While rotations and ongoing clinical duties may provide interns with an opportunity to work with and learn from other mental health professionals, all of an intern's clinical activities are performed under the supervision of a licensed psychologist who is a primary supervisor in the internship program. Supervision is considered the major modality by which an intern learns to function as a psychologist in clinical settings. As such, interns receive two hours each week of scheduled individual supervision with a licensed doctorate level psychologist. Additionally, the staff at SEHSC maintain an "open door" policy and interns are free to consult with any of the psychologists at any time. Supervisors' offices are located across the hall from the interns' office.



**Dr. Sara Quam** is the Chief Psychologist of the Psychology Department and Training Director for the Psychology Internship Program. Dr. Quam received her PsyD in clinical psychology from the Minnesota School of Professional Psychology in October 2005. She completed both her internship and post-doctoral residency at SEHSC. She was licensed as a psychologist in North Dakota in 2006 and is a member of the American Psychological Association. Dr. Quam's interests include psychological assessment, parent training, juvenile risk assessments on sexual offenders, and behavioral intervention.



**Dr. Krislea Wegner** is a licensed psychologist at SEHSC and a clinical supervisor to the Internship Program. Dr. Wegner received her MS in clinical psychology from North Dakota State University in 1999 and her PhD in counseling/clinical psychology from the University of North Dakota in 2004. She completed her internship with Human Services Inc. in Oakdale, Minnesota, and was licensed as a psychologist in North Dakota and Minnesota in 2005. Her areas of interest include cognitive behavioral therapy, dialectical behavior therapy, and parental capacity evaluations.



**Dr. Jan Witte-Bakken** is a licensed psychologist at SEHSC and a clinical supervisor to the Internship Program. Dr. Witte-Bakken received her PhD in clinical psychology from the University of North Dakota in 1997. Her internship was completed at the Norfolk Regional Center in Norfolk, NE. She was awarded a master's degree in clinical behavior therapy at North Dakota State University in 1983, and practiced at SEHSC until 1998. Since 1999 she has served as Clinical Director at SOLUTIONS Behavioral Healthcare Professionals. Dr. Witte-Bakken is a member of the American Psychological Association, the Minnesota Psychological Association, and is on the National Register. She is a Diplomat of the American Board of Psychological Specialties, and a fellow of the American College of Forensic Examiners. Dr. Witte-Bakken has recently returned to the psychology staff at SEHSC. Her interests include forensic evaluation, clinical and behavioral assessments, and training.



**Dr. Nancy Hein-Kolo** is a licensed psychologist at SEHSC and a clinical supervisor to the Internship Program. She received her MA in counseling psychology from the University of Missouri-Columbia in 1990. Dr. Hein-Kolo received her PsyD in clinical psychology from the Minnesota School of Professional Psychology in 1995. She completed her internship with the Federal Bureau of Prisons in the Federal Medical Center in Rochester, Minnesota, and was licensed as a psychologist in Minnesota in 1995 and in North Dakota in 2010. She is an active member of the American College of Forensic Examiners. Her areas of interest include forensic evaluation, specifically risk assessments on sexual offenders.

## **Performance Evaluation**

**A major focus of internship is to assist interns in integrating their academic, clinical, and personal experiences, values, attitudes and functioning with their professional functioning. The Internship Program is committed to providing the type of learning environment in which an intern can meaningfully explore personal issues, which relate to his/her professional functioning. In response to the above intern expectations, the Internship Program assumes a number of general responsibilities, including the following:**

- The Internship Program will provide interns with information regarding relevant professional standards and guidelines, and will provide appropriate forums wherein the intern can discuss and practice the implementation of such standards,**
- The Internship Program will provide interns with information regarding relevant legal and ethical regulations which govern the practice of psychology, and will provide forums wherein the intern can discuss implementations of such guidelines,**
- The Internship Program will provide written evaluations of the intern's progress with the timing and content of such evaluations designed to facilitate interns' change and growth as professionals. Evaluations will address the interns' knowledge of and adherence to professional standards, their professional skill competency, and their personal functioning as it relates to the delivery of professional services,**
- The Internship Program will respect the rights of the intern as identified above, as well as respecting their civil rights and respecting their unique experiences, backgrounds, cultures, and values.**

**In accepting the above responsibilities, the Internship Program will regularly evaluate, through formal and informal processes throughout the internship year, each intern's performance and conduct. The Internship Program will provide appropriate mechanisms by which inappropriate intern behavior effecting professional functioning is brought to the attention of the intern. The Internship Program will also maintain intern procedures, including grievance and due process guidelines, to address and remediate perceived problems as they relate to professional standards, professional competency and/or professional functioning. Criteria which link this definition of intern problem areas to particular professional behaviors and attitudes are incorporated into the program's evaluation procedures at several levels during the evaluation process.**

**At the end of each rotation, the primary rotation supervisor evaluates an intern's performance, makes recommendations for the next rotation, and identifies any future training or experiential needs of the intern. After meeting, the supervisor and intern sign the written evaluation and forward it to the Training Director. The intern rotational evaluation form is completed by the primary rotation supervisor during the last week of each rotation. The primary supervisor also consults with other professional staff who have significant contact with interns, and incorporates this information into the rotation evaluation. This form is reviewed directly with the intern, then given to the Training Director for review and placement into the intern's file. During the rotational review, the intern, primary supervisor, and/or Training Director provide integrative feedback regarding the collective experience of other professionals in the agency who have had significant interactions with the intern. Parties discuss how the internship experience is progressing, and the intern is provided with the opportunity to give his/her reactions and critiques of supervisors and other aspects of the training experience. Based on the evaluations, the Training Director and the intern may modify the intern's training plan to better meet his or her training needs and the training program's requirements.**

**During the course of the internship, the intern's sponsoring graduate program is kept apprised of the intern's training experience and performance via formal written communication between the Training Director and the graduate program formally at least twice per year (at 6 months and at 12 months) regarding the intern's progress. The intern will be allowed to review the letter sent to the sponsoring graduate program. The earlier formal letter will primarily address the intern's training activities, but may focus as well on problematic areas. At the end of the internship year, the letter received by the sponsoring graduate program will include more formal integration of the supervisory evaluations of the intern's skills, professionalism, and personal functioning, along with a brief summary evaluation indicating whether the intern successfully completed the internship.**

**Successful completion of internship will be determined by successful completion of the following:**

- 1) Total training time should be equivalent to 2,000 hours,**
- 2) A minimum of 1,200 hours spent in client related contacts and activities,**
- 3) Competency-based evaluations indicative of intern performance that is commensurate with that expected of an intern in this program,**
- 4) Competency requirements for all rotations have been met during the internship training period,**
- 5) A minimum of 4 hours per week spent in regularly scheduled, formal, face-to-face supervision, at least 2 of which were on an individual basis,**
- 6) Demonstration of an ability to complete evaluations and paperwork with minimal supervisory changes,**
- 7) Completion of all clinical and administrative paperwork.**

# INTERNSHIP APPLICATION

## **APA-Accredited Program**

**The Psychology Internship Program at Southeast Human Service Center is accredited by the Commission on Accreditation of the American Psychological Association. Questions related to the program's accredited status should be directed to the Commission on Accreditation:**

**Office of Program Consultation and Accreditation  
American Psychological Association  
750 1<sup>st</sup> Street NE, Washington, D.C. 20002  
Phone (202) 336-5979 Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
Web: [www.apa.org/accreditation](http://www.apa.org/accreditation)**

**The Psychology Internship Program at Southeast Human Service Center has been an APPIC member since 2003 and uses the APPIC application. Further, SEHSC follows the APPIC match policy and our program code number is 178911. The deadline for application submission is December 10. Candidates will be notified regarding whether or not they will be offered an interview by December 15.**

## **Academic Requirements**

**Applicants to the Internship Program at SEHSC must be students in good standing with an APA accredited clinical or counseling psychology program, and must have already been admitted to doctoral candidacy. A letter, written by the director of training, which confirms this information, and which details the applicant's general readiness for internship must be received in order for the candidate to be considered. SEHSC's Internship Program requires 300 intervention and assessment hours and 1000 grand total practicum hours. Additionally, all comprehensive exams must be passed by the ranking deadline. Candidates with a solid understanding of assessment, theoretical backgrounds, ethical and clinical issues, diagnostics, and treatment solutions are considered to be highly desirable. In addition, SEHSC requires three letters of recommendations, one of which must be**

from a clinical practicum supervisor. Copies of transcripts from all academic institutions are also required (undergraduate transcripts are not necessary).

## **Selection Policy**

The Internship Program complies with the standards and regulations developed by SEHSC for the selection of employees. However, we do acknowledge that searching and selection procedures for interns (i.e., APPIC Computer Match Program) do differ from those policies of SEHSC itself. As such, applications are reviewed by the SEHSC selection committee which includes the clinical supervisors of the Internship Program. Each applicant is ranked based on ability, quantity and quality of previous training experience, how well the intern matches the program objectives, the objectives the intern defines for his/her own internship goals and needs and on the overarching criteria established by the APPIC matching system. This ranking process is objectified by utilizing a 10-point scale to rate each prospective intern on the 13 factors considered to be the most important for matching interns' experiences with the goals of the Internship Program. Each factor is weighted according to importance. We only rank the interns that have sufficiently met criteria that we have established as necessary for success in our training program.

## **Internship Open House**

Qualified applicants are invited to the agency's internship open house where they can expect a full day of scheduled events. Applicants will be required to participate in an interview with the selection committee and interpret a MMPI-2 profile with the use of reference materials. They will also be encouraged (not required) to meet with the current interns, and tour the agency, satellite office, and Fargo community. Telephone interviews can be arranged in situations where the applicant is unable to be present for an in-person interview. Those not chosen by the selection committee to interview will receive a letter notifying them of this decision as soon as it has been made. When an applicant has been matched to our internship program and has accepted the offer, completion of our state application and background check is mandatory.

Individuals who would like further information on the SEHSC Internship Program or application procedures may contact:

**Dr. Quam, Training Director  
Southeast Human Service Center  
2624 9th Avenue South  
Fargo, ND 58103  
701.298.4441  
squam@nd.gov**

**Non-Discrimination Statement**

**The Department of Human Services makes available all services and assistance without regard to race, color, religion, national origin, age, gender, disability, or status with respect to marriage or public assistance in accordance with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the North Dakota Human Rights Act of 1983. Persons who contract with or receive funds to provide services for the North Dakota Department of Human Services are obligated to abide by the provisions of these laws. The Department of Human Services makes its programs accessible to persons with disabilities. Persons needing accommodation or who have questions or complaints regarding the provision of services according to the Acts may contact Theresa Snyder, Program Civil Rights Officer, North Dakota Department of Human Services, or the U.S. Department of Health and Human Services, Office for Civil Rights, Region VIII, Federal Office Building, 1961 Stout Street, Denver, CO 80294, (303) 844-2028 voice or (303) 844-3439 TTY. The Southeast Human Service Center is an Equal Opportunity Employer.**