



**Oklahoma Professional Psychology
Training Consortium
opptc.org**

**Intern Manual
2024-25**

Welcome

Welcome to the Oklahoma Professional Psychology Training Consortium. On behalf of the entire faculty, I would like to welcome you to this year-long experience. I know I speak for everyone at OPPTC when I say that we are pleased to have you here and our doors are always open along this journey.

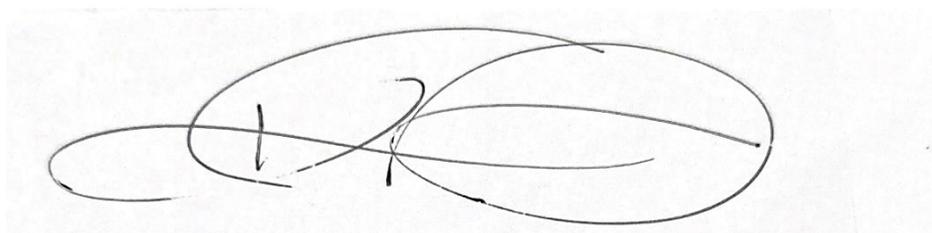
Internship year is often challenging. You may have family who are in another area or you may be entirely out of your cultural comfort zone. While we all expect this will be a year of new experiences, we are determined to help provide acclimation to your new environment.

Key to our success is collaboration. As faculty, we work together to provide a range of training opportunities geared to prepare you for the EPPP-2 and beyond, applying the theoretical knowledge you've learned during your years of study to meaningful clinical practice. Regardless of your Primary and Secondary site(s), you will get to know all of the faculty members of OPPTC as we work together to ensure your training is as well-rounded as possible.

You will also get to know your fellow interns. I'm sure I speak for the other faculty members when I say that those relationships often last throughout your career and beyond.

We expect the year to be rigorous, but not oppressive. Working clinically can expose new clinicians to vicarious trauma, and we will conduct frequent check-ins with you to ensure that your mental health remains a priority. Each of us asks that you join us in this effort by reaching out to one of the OPPTC faculty if in distress.

OPPTC welcomes you!



Dr. Kathie Ward
Director of Clinical Training, OPPTC

OPPTC Consortium Organization

The faculty of the Oklahoma Professional Psychology Training Consortium includes Site Directors, Chief of Psychology, and Director of Clinical Training, along with Internship Faculty.

Director of Clinical Training:	Dr. Kathleen Ward
Chief of Psychology:	Dr. Joseph James
Site Directors/Faculty:	Dr. Robert “Bobby” Martin
	Dr. Bart Trentham
	Dr. Steven Sternlof
	Dr. Kathleen “Kathie” Ward
	Dr. Joseph “Joe” James
Internship Faculty:	Dr. Timothy “Tim” Doty
	Dr. Cynthia Muhamedagic
	Dr. Merly Mathew
	Dr. Alan Ivy
	Dr. Kimberley Pittman
	Dr. Paul Cooper
	Dr. Molly Fernando

There are five internship sites across Oklahoma.

Norman Behavioral Health Group
Dr. Bobby Martin, Site Director
712 Wall St.
Norman, OK 73069

Solutions Mental Health
Dr. Bart Trentham, Site Director
5350 S. Peoria Ave.
Tulsa, OK 74105

Psychology Specialists of Oklahoma
Jamestown Office Park North
Dr. Steve Sternlof, Site Director
3035 NW 63rd, Suite 227
Oklahoma City, OK 73116

Green Country Psychology
Dr. Joe James, Site Director
7416 S. Braden
Suite 700
Tulsa, OK 74136

McAlester Psychological Associates
Dr. Kathie Ward, Site Director
609 S. 2nd St.
McAlester, OK 74501

Mission

Oklahoma Professional Psychology Training Consortium (OPPTC) exists to provide a well-rounded experience along the path to licensure as a Health Service Psychologist. The mission is to grow the field of professional psychological practice in the state of Oklahoma with ethical, sound, meaningful application of the scientist-practitioner model along private practice sites. The faculty of OPPTC are private practitioners who have served in the field with decades of experience, recognized by peers as members and officers of the Oklahoma Psychological Association and Oklahoma State Board of Examiners of Psychologists. The genesis of OPPTC is a cooperative, collaborative approach across the state, offering potential Psychology Interns the opportunity to learn and grow in a variety of private practice settings.

Each Psychology Intern has the opportunity to select a Primary Site and a Secondary Site. In some cases, especially with remote locations, the Primary Site and Secondary Site can be the same (a P/S site).

The OPPTC internship is a 2000 hour internship, occurring over the course of a year. The stipend is \$45,000/year and is paid monthly, on or before the 5th of the month by direct deposit from OPPTC to the intern. It is a 5-day workweek, typically M-F.

Interns select/request a Primary Site and a Secondary Site. The Primary Site will be home for clinical training three (3) days a week and the Secondary Site will be the clinical training location the remaining two (2) days a week. Each of the two site supervisors or other faculty onsite provides an hour of individual supervision each week, for a total of 104 hours of individual supervision for the year.

The locations of the Consortium sites are across Oklahoma, with the longest distance between them as about a 2-hour drive. Two are located in the Oklahoma City area (Psychology Specialists of Oklahoma and Norman Behavioral Health Group); two are located in the Tulsa area (Green Country Psychology and Solutions Mental Health). McAlester Psychological Associates is located in rural southeastern Oklahoma and offers a \$1000 travel bonus for the year (paid directly from the site) should MPA match as a Primary and/or Secondary Site.

Didactic training occurs intensively on a monthly basis at sites across the Consortium. This will require travel (up to approx. 2 hours), regardless of your Primary or Secondary Site location(s), at some point throughout the year. Monthly Didactics are opportunities to be alongside your fellow interns at sites across the Consortium. In addition, there is a 2-hour virtual didactic training that occurs once monthly, as well.

Faculty



Dr. Kathleen "Kathie" Ward

License(s): OK HSP #924, also licensed in KS, E-Passport through PsyPact

OPPTC role: Director of Clinical Training, Site Director, Faculty

Site: McAlester Psychological Associates

Degree: Ph.D.

Training: Ph.D. Clinical Psychology, University of Tulsa (1998)

Experiential and interest highlights: rural mental health, telehealth, corrections, parenting support

Boards/Service: Oklahoma Psychological Association, Oklahoma State Board of Examiners of Psychologists

Fun fact: Once upon a time, Dr. Ward was a professional stand-up comedian.

Dr. Robert "Bobby" Martin

License(s): OK HSP #926, also licensed in UT, NM, MI, KY, MT, ID, NC, OR, NV, VA, and MN

OPPTC role: Site Director, Internship Faculty

Site: Norman Behavioral Health Group

Degree: Ph.D.

Training: Counseling Psych, Oklahoma University (2000)

Experiential and interest highlights: marriage & family, veterans, developmental disabilities

Boards/Service: Oklahoma Psychological Association

Fun fact: Dr. Martin enjoys traveling to go scuba diving whenever he gets some free time.





Dr. Joseph "Joe" James

License(s): OK HSP #1225

OPPTC role: Chief of Psychology, Site Director, Faculty

Site: Green Country Psychology

Degree: Psy.D.

Training: Forest Institute of Professional Psychology (2013)

Experiential and interest highlights: private practice, integration of faith and psychology, psychoanalysis

Boards/Service: Oklahoma Psychological Association

Fun fact: Dr. James is an avid Denver sports fan.

Dr. Steven A. Sternlof

License: OK HSP #1017

OPPTC role: Site Director, Faculty, Board of Directors Chair

Site: Psychology Specialists of Oklahoma

Degree: Ph.D.

Training: Ph.D. Counseling Psychology, University of Oklahoma (2003)

Internship and Fellowship at the University of Oklahoma Health Sciences Center in Department of Psychiatry, Childrens Hospital, and the Oklahoma VA Medical Center (2002).

Experiential and interest highlights: Psychological and neuropsychological evaluations, supervision, forensic evaluations.

Boards/Service: Oklahoma State Board of Examiners of Psychologists

Fun fact: Dr. Sternlof has won three World Championships and three Canadian National Championships in competition showing horses.





Dr. Bart Trentham

License(s): OK HSP #763

OPPTC role: Site Director, Internship Faculty

Site: Solutions Mental Health

Degree: Ph.D.

Training: Ph.D. Counseling Psychology, Oklahoma State University (1994)

Experiential and interest highlights: Trauma, juvenile justice, developmental disabilities

Boards/Service: Oklahoma Psychological Association, founding member and vice chair; Northeastern Oklahoma Psychology Internship Program

Fun fact: Dr. Trentham broke four ribs during a wilderness canoeing adventure with another psychologist and two Vikings.

Dr. Merly Mathew

License: OK HSP #1224

OPPTC role: Internship Faculty

Site: Psychology Specialists of Oklahoma

Degree: Ph.D.

Training: Ph.D. Counseling Psychology, Oklahoma State University (2012)

Experiential and interest highlights: Psychological evaluations, telehealth, supervision

Fun fact: Dr. Mathew is allergic to turkey which makes for interesting menu options on Thanksgiving!





Dr. Cynthia A. Muhamedagic

License: OK HSP #1179

OPPTC role: Internship Faculty

Site: Psychology Specialists of Oklahoma

Degree: Ph.D.

Training: Clinical Psychology, Oklahoma State University (2012)

Experiential and interest highlights: Comprehensive psychological evaluations, parent management training, telehealth

Fun fact: Dr. Muhamedagic enjoys spending her free time traveling and attending competitive soccer events with her children.

Dr. Timothy Doty

License(s): OK HSP #1118

OPPTC role: Internship Faculty

Site: Green Country Psychology

Degree: Psy.D.

Training: University of Denver

Experiential and interest highlights: forensic psychology, integration of LGBTQ+ into psychology

Boards/Service: Oklahoma Psychological Association

Fun fact: Dr. Doty enjoys using tabletop games in psychotherapy.





Dr. Molly Fernando

License: OK HSP #1214

OPPTC Role: Internship Faculty

Site: Psychology Specialists of Oklahoma

Degree: Psy.D.

Training: Clinical Psychology (concentration in neuropsychology), American School of Professional Psychology (2013)

Experiential and interest highlights: Neuropsychology, behavioral medicine, children/adolescent/adult inpatient populations

Fun fact: Dr. Fernando immigrated from Sri-Lanka to the U.S. at the age of four.

Dr. Kimberley "Kim" Pittman

License: OK HSP #1111

OPPTC role: Internship Faculty

Site: Psychology Specialists of Oklahoma

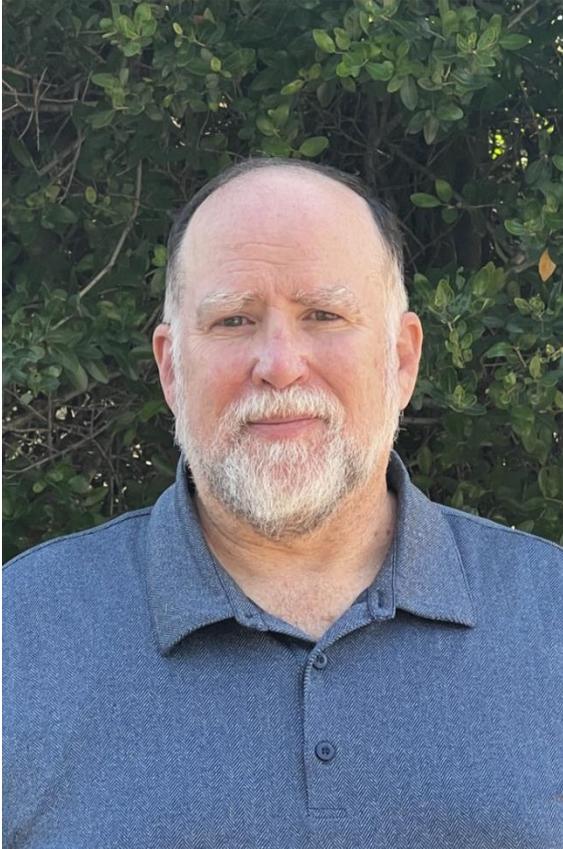
Degree: Psy.D.

Training: Clinical Psychology, CSPP: Alliant International University (2008)

Experiential and interest highlights: Child and adolescent therapy and evaluation, Parent training/coaching.

Fun fact: Dr. Pittman went to graduate school in San Francisco spending her breaks watching the sea lions on Pier 39.





Dr. Paul Cooper

License(s): OK, HSP #802

OPPIC Role: Internship Faculty

Site: Solutions Mental Health

Degree: Ph.D.

Training: Counseling Psychology, Oklahoma State University (1996)

Experiential and Interest Highlights: Trauma, adolescent/adult psychotherapy

Boards/Service: CREOKS Advisory Board; Office of Juvenile Affairs Consultant/Chief Psychologist

Fun Fact: Dr. Cooper earned his Ph.D. and first Black Belt on the same weekend (different final exams) and worked as a consult on an extremely low budget Martial Arts/Zombie movie.

Dr. Alan Ivy

License(s): OK HSP #1051

OPPTC role: Internship Faculty

Site: Norman Behavioral Health Group

Degree: Ph.D.

Training: Counseling Psychology, University of Memphis, (2006)

Experiential and interest highlights: Marriage and family, veterans, developmental disabilities

Fun fact: Dr. Ivy has competed in the Pikes Peak Marathon multiple times.



Psychology Interns can expect from OPPTC:

- Stipend: \$45,000 annually, paid monthly on or before the 5th of the month
- Health benefit 50% contribution (optional)
- One hour of individual supervision each week from each Primary and Secondary supervisor
- Didactic training regularly
- A workplace that is safe and free of harassment
- Contact information for your Site supervisor(s) in case of emergency during off hours and holidays
- Direct service contact opportunities no less than 25% of the time; average approximately 20 hours per week

OPPTC expects from Psychology Interns:

- Acknowledgment and acceptance of the terms of the OPPTC Internship Training Agreement (attached)
- Attendance and participation in OPPTC training site(s) activities, clinical experiences, case staffing, supervision, didactic training, orientation meetings and other OPPTC training opportunities. This will sometimes require some travel (up to 2 hours).
- Punctuality, courtesy and general professional conduct with faculty, patients/clients and families, site staff and other interns, without regard to race, color, gender, age, sexual orientation, religion, gender identity, national origin or disability.
- Professional appearance and hygiene, commensurate with Site expectations
- Understanding and use of the Due Process Policy, as well as the Grievance Procedures, if necessary
- Refraining from any social networking post(s), emails, letters or publication(s) that in any way claim to speak for OPPTC in terms of political, ideological or social beliefs
- Completion of the OPPTC Intern Evaluation of Training Experience upon completion of the internship program

Didactic Schedule/Syllabus 2024-2025

<u>Day/Date</u>	<u>Time</u>	<u>Location</u>	<u>Topic</u>
Fri, Aug 2, 2024	9am-3pm	(TBA)	Orientation to OPPTC
Fri, Aug 23, 2024	8am-10am	Virtual	Record keeping (NBH, host)
Th, Sept 5, 2024	9am-3pm	MPA	Case presentations, diagnostics
Tue, Sept 17, 2024	8am-10am	Virtual	OSBEP guest speaker (PSO, host)
Wed, Oct 7, 2024	9am-3pm	SMH	Sexual trauma
Fri, Oct 25, 2024	8am-10pm	Virtual	Self care (MPA, host)
Tue, Nov 12, 2024	9am-3pm	GCP	Ethical dilemmas
Mon, Nov 25, 2024	8am-10am	Virtual	Guild membership (SMH, host)
Th, Dec 6, 2024	9am-3pm	NBH	Developmental disability/ABA
Th, Dec 19, 2024	8am-10am	Virtual	Private practice/business (GCP, host)
Fri, Jan 10, 2025	9am-3pm	PSO	Forensic testimony
Wed, Jan 22, 2025	8am-10am	Virtual	Board complaints (MPA, host)
Mon, Feb 3, 2025	9am-3pm	SMH	Child custody
Tue, Feb 18, 2025	8am-10am	Virtual	SSD Consultation (GCP, host)
Th, Mar 6, 2025	9am-3pm	MPA	Underserved populations
Tue, Mar 18, 2025	8am-10pm	Virtual	Postdoctoral year (NBH, host)
Wed, Apr 2, 2025	9am-3pm	GCP	Considerations in geriatrics
Mon, Apr 14, 2025	8am-10am	Virtual	Peer consultation (SMH, host)
Tue, May 6, 2025	9am-3pm	PSO	Supervision skills
Mon, May 19, 2025	8am-3pm	Virtual	OPA guest speaker (GCP, host)
Th, June 5, 2025	9am-3pm	NBH	Case presentations, termination
Fri, June 20, 2025	8am-10am	Virtual	Telehealth competency (MPA, host)
Wed, July 9, 2025	8am-10am	Virtual	Social media (PSO, host)
Th, July 24, 2025	9am-3pm	MPA	Wrapping up, final thoughts

**Each virtual and site-visit meeting will include at least one intern case presentation along with the topic(s) outlined, above. The OPPTC Faculty at each site (licensed health service psychologists) are responsible for the training conducted onsite or virtually as host.

Locations/Site Directors/HSP Presenter:

PSO—Psychology Specialists of Oklahoma, Dr. Sternlof, Oklahoma City, OK

GCP—Green Country Psychology, Dr. James, Tulsa, OK

NBH—Norman Behavioral Health Group, Dr. Martin, Norman, OK

MPA—McAlester Psychological Associates, Dr. Ward, McAlester, OK

SMH—Solutions Mental Health, Dr. Trentham, Tulsa, OK

PSYCHOLOGY INTERNSHIP TRAINING AGREEMENT

Oklahoma Professional Psychology Training Consortium

This training agreement among :

(Name of Psychology Intern)

(Address of Psychology Intern)

(Phone number)

(Email address)

and :

(Names of Consortium-affiliated site and Clinical Supervisor(s))

(Address of the affiliated training site)

(Intern phone number)

(Intern Email address)

and:

The Oklahoma Professional Psychology Training Consortium (hereafter, "Consortium")

is hereby established for the purpose of defining the nature and parameters of a planned, sequentially organized, internship training program in psychology. It is designed to facilitate the development of the Intern's competencies in the provision of high quality, professional psychological services consistent with applicable legal, ethical, and professional standards.

1. The supervisor and psychology intern agree that all aspects of this internship will be carried out in accordance with all requirements of Oklahoma Statutes, the rules of the Oklahoma State Board of Psychologist Examiners, and all other applicable statutes, guided by the OPPTC Capstones, attached.

This *Psychology Intern Training Agreement* and *OPPTC Capstones* together shall serve as the written training plan during the internship. The OPPTC Capstone plan is based on a developmental model of psychology training. The developmental training curriculum provides advanced competency training in psychotherapy, assessment, cultural diversity,

ethics, and other areas of psychology. The Intern may not begin accruing internship hours until the *Psychology Internship Training Agreement* has been submitted to the Consortium's Director of Training and signed by all parties. Each Intern will select a Primary Site and a Secondary Site. Each Site executes this document with the Intern, submitted to and maintained by the OPPTC Director of Clinical Training in perpetuity.

2. The Consortium and the Intern expressly agree and understand that the relationship between the training site and its trainees is an employment relationship, governed by the laws of the State of Oklahoma. The trainee is advised to resolve any questions regarding Oklahoma employment law through consultation with a lawyer.
3. The Site Director and Psychology Intern confirm that there exists no relationship between them except that of Site Director/supervisor and Psychology Intern/supervisee. A supervisor may not supervise a family member, employer, or business partner. The supervisor and supervisee agree that no other relationship shall be created between them for the duration of this internship that has the potential to compromise the quality of services to clients, the objectivity of the evaluation of the Psychology Intern, or that may result in exploitation of the Psychology Intern or any client. The supervisor shall not receive any supervision fees, salary, compensation, honoraria, favors, or gifts from the Psychology Intern. The Psychology Intern will not pay office rent, telephone expenses, or any other office or business expenses. If either the Site Director or Psychology Intern is unsure regarding the appropriateness of their relationship, or prospective relationship, the matter shall immediately be brought to the attention of the Consortium's Director of Training for review and clarification.
4. The psychology supervisors (Site Directors and other approved OPPIC psychology faculty) at the training site are professionally responsible for all the psychology work that is done by their Interns. The supervisors are vested with sufficient authority over matters pertaining to the provision of psychological services by the Psychology Intern to enable the supervisors to accept responsibility for the welfare of the clients and the quality of the training experience.
5. The supervisors will determine that the Psychology Intern is capable of providing competent and safe psychological services to each client assigned. The supervisors will not permit the Psychology Intern to engage in any psychological practice that the supervisors cannot competently perform.
6. The Psychology Intern will receive individual supervision from least two licensed supervising psychologists, each of whom is present at least half-time at the training site to provide supervision and direct the training program. The supervisors may also assign supplemental training activities in specific competency areas to be provided by other licensed or certified professionals.

7. The private actions and behaviors of the Psychology Intern, which are not relevant to, nor expressed in, the internship setting shall not be dealt with in the supervisory relationship. The supervisors shall not provide psychotherapy to the Psychology Intern.
8. Social Media: The use of social networking sites (e.g., Instagram, Twitter, Facebook, etc.) is ubiquitous. We understand that Interns may use social networking platforms for a variety of reasons. As an emerging professional, it is important to use these sites in accordance with the ethical and professional standards that govern the profession.
9. The Psychology Intern will be known by the title "Psychology Intern." The name of the appropriate supervisor will be disclosed on all materials on which the name of the Psychology Intern appears, including psychological records, reports, correspondence, and any public notice/announcement.
10. The Psychology Intern will create and maintain client records consistent with all applicable Oklahoma Statutes and Rules of the Oklahoma State Board of Examiners of Psychologists (OSBEP), under the supervision of the OPPTC faculty. Psychology records may be kept in either written or secure electronic forms. These records will remain with the supervising psychologist or the affiliated training site upon the completion or termination of the internship in accordance with practice standards. Clients served will be advised as to how to access their records subsequent to the Psychology Intern's completion of the internship experience.
11. The Consortium will receive written certification by the Psychology Intern's educational institution that he or she has satisfied all requirements in preparation for the internship. Certification is usually provided through documentation from the Psychology Intern's departmental chair, dissertation chair, or designated university official. The OPPTC Director of Clinical Training receives documentation from the university of readiness for internship; the DCT is also responsible for provision of updates of the Psychology Intern's Capstone progress on a quarterly basis to the university's Academic Director of Training (or designee as assigned by the university).

(Educational institution and department)

(Academic Director of Training)

(Address)

(Phone) _____ (Email) _____

- Supervisors' insurance: The minimum requirements for professional liability insurance for both supervisor and Intern is \$1 million per incident/ \$3 million aggregate. All Site Directors are required to submit a valid insurance coverage declaration page as part of the Site Agreement.

An annual stipend of \$ 45,000 (2024-25) will be paid to the Intern by OPPTC. The Consortium's Board of Directors will establish a minimum stipend for Interns from year-to-year. A supervisee's stipend cannot be based on the supervisee's productivity or revenue generated by the supervisee. Thus, the stipend must be independent of the supervisor's or agency's billings or collections and is not based on a percentage of billings or collections. The Psychology Intern will not receive fees from any client, or on behalf of any client, from any third-party payer.

- The Intern will receive the following employment benefits, such as health insurance, dental insurance, holidays off, conference attendance fees, and other benefits.
-
-
-

- The internship will consist of 2,000 total hours per year and will be completed during a 12-month period. Each training site determines whether it will offer a primary site and/or secondary site training programming. Supervisees at 2,000-hour training sites will take at least fifty weeks to complete their supervised hours.

- The Psychology Intern shall complete a minimum of 104 hours of didactic and experiential internship training for a one-year 2,000-hour internship. Likewise, there are 104 hours of individual supervision provided and attendance is compulsory. The training outline included in the *OPPTC Capstones* is attached to this *Psychology Intern Training Agreement*. It describes the standards for fulfilling the required training curriculum and requires punctual attendance of all activities. If an Intern does not meet the minimum training program requirements, then the Intern may be placed on disciplinary probation as described in the *Due Process Policy Guide*.

- Interns are encouraged to participate on committees of the Oklahoma Professional Psychological Association to interact with other trainees and future colleagues.

17. The Psychology Intern will inform each adult client, both verbally and in writing, that he or she is practicing under the supervision of a licensed psychologist and will provide each client with the supervisor's name and means of contacting him or her. For child clients, informed consent may be obtained from parents or may be implied through the organization, such as children receiving assessment, psychotherapy, or consultation services through a school district. When relevant, the Psychology Intern will inform clients that some payers may not cover services provided by Psychology Interns. As a condition of providing services, the Psychology Intern will obtain each client's informed, written consent to share confidential information with the supervisor for the purpose of supervision. The sharing of confidential information with the supervisor may take the form of live observation and/or participation in the provision of psychological services; reviewing video or audio tapes of psychological services; and reviewing and discussing case notes, progress notes, treatment plans, tests, reports, correspondence, or discharge summaries. The Psychology Intern will not provide services to adult clients who do not provide this informed consent.
18. The supervisors agree to provide directly, or by way of another supervising psychologist, a minimum of one hour of personal, individual supervision for each twenty hours of supervised experience. This supervision will have the express purpose of dealing with the services rendered by the Psychology Intern. It is further agreed that additional hours of supervision will be provided when necessary to ensure the adequate quality of psychological services provided by the Psychology Intern.
19. The supervisors agree to identify, discuss, and relate practice issues to relevant legal, ethical, and professional standards when appropriate in the course of supervision of psychological services. Ethics training will be incorporated into all aspects of Consortium psychology training. The Psychology Intern agrees to identify relevant legal, ethical, and professional issues in his or her provision of psychological services and to bring them to the attention of the supervisor for discussion as appropriate.
20. Supervisors and trainees must develop a written plan on how supervisees can immediately access their supervisors in the event of clinical emergencies. Accessibility by cellphone is considered adequate accessibility. The plan should include accessibility on evenings, weekends, and vacations.
21. OPPTC provides a central repository for records which will be maintained for each Psychology Intern in perpetuity. The DCT is the overseer of record completion, retention and maintenance. Supervision records will include:
 - a. A copy of this Training Agreement.
 - b. Each formal written evaluation of the Psychology Intern.
 - c. Documentation of supervision meetings.
 - d. Records of the number of hours the Psychology Intern devotes to each of the training activities.

- e. Written summaries of the Site Director's consultations regarding the Psychology Intern with the Director of Training of the Consortium.
 - f. Copies or summaries of all disciplinary and grievance actions.
 - g. All other documentation of the training experience in accordance with the policies of the Consortium.
22. Evaluations of the Psychology Intern by the Site Director will include completion of the Intern Performance Evaluation at mid-year and at the conclusion of the internship. The Psychology Intern will sign and have an opportunity to comment on each formal written evaluation. Each Psychology Intern's individual Capstone Progress Review is completed by Site Directors and provided to the DCT at monthly Site Director Meetings. This evaluation-rich environment allows for identification and remediation of any deficiencies swiftly. Copies of both written evaluations and any remediation plans will be placed in the supervision record and provided promptly to the OPPTC Director of Clinical Training. The format of the formal assessment is contained in the Intern Performance Evaluation will be consistent with the requirements of the Oklahoma Professional Psychology Training Consortium, and will include, among other things, the following:
- a. The number of hours devoted to supervision activities.
 - b. The number of hours devoted to identified psychological services.
 - c. A statement by the supervisor that the psychology Intern's performance was either satisfactory or unsatisfactory.
23. In addition to formal evaluations, the supervisors may prepare written evaluations of the Psychology Intern's skills and progress toward identified goals and competencies, including strengths and weaknesses, as often as needed. As necessary, these written evaluations will include plans for remediating weaknesses and providing for the continued professional development of the Psychology Intern. The Psychology Intern will sign and have an opportunity to comment on each written evaluation. These procedures are described in the Consortium's *Due Process Policy Guide*. Copies of these additional written evaluations and remediation plans will be placed in the supervision record and provided promptly to the Director of Training.
24. Twice during the training year, the Psychology Intern will prepare a formal written evaluation of the overall training experience and the supervision provided. The first of these evaluations will be given directly to the Director of Training and will not be reviewed by the supervisor until after the Intern's first formal evaluation has been completed. The same procedure will be followed for the second evaluation.
25. The Site Director will consult with the Director of Training if he or she believes the Psychology Intern may have violated legal, ethical, or professional standards or has failed to comply with this Training Agreement. The Intern, the supervisor, the organization, and the Director of Training may pursue informal conflict resolution through the Association

of Psychology Postdoctoral and Internship Centers (APPIC*). The formal resolution of these concerns will follow the *Due Process Policy Guide* document of the Oklahoma Professional Psychology Training Consortium. The supervisors shall be able to immediately suspend the Psychology Intern from practicing in specified cases or in all cases. In some instances, reporting the allegations to the Oklahoma State Board of Examiners of Psychologists (OSBEP) may be required and the Psychology Intern's Academic Director of Training will be immediately apprised.

26. The Psychology Intern will consult with the OPPTC Director of Clinical Training if he or she believes the supervisor may have violated legal, ethical, or professional standards or has failed to comply with this Training Agreement. The Intern, the supervisor, the organization, and the OPPTC Director of Clinical Training may pursue informal conflict resolution through the Association of Psychology Postdoctoral and Internship Centers (APPIC*). The resolution of these concerns will follow the *Due Process Policy Guide* document of the Oklahoma Professional Psychology Training Consortium. The supervisee may choose to file a complaint against any psychologist to the Oklahoma State Board of Psychologist Examiners (OSBEP).
27. Upon successful completion of this internship, the Psychology Intern shall be presented with a Certificate of Completion by the Oklahoma Professional Psychology Training Consortium indicating that he or she has successfully completed a psychology internship. This certificate shall identify the Psychology Intern, the total number of hours of the internship, the date started, and the date the internship was completed.
28. After completion of the internship, the Consortium will contact the Intern to obtain longitudinal information about licensure, employment, and other outcome measures. We request the Intern provide permanent contact information for longitudinal research, etc. Participation is encouraged but entirely voluntary.
29. Amendments to this Psychology Intern Training Agreement may be made from time to time. All appropriately executed amendments will be attached to this agreement and become a part of this Psychology Intern Training Agreement.
30. This internship will begin on _____.
(Date)

(Name of affiliated training site)

(Printed name of supervisor #1) (Signature) (Date)

(Printed name of supervisor #2) (Signature) (Date)

(Printed name of Intern) (Signature) (Date)

(Printed name of OPPTC DCT) (Signature) (Date)

**APPIC approval pending*
Revised 09/27/2023

Oklahoma Professional Psychology Training Consortium

Due Process Procedures

The Consortium provides collaborative due process procedures for remediation, disciplinary actions, and grievances. They emphasize due process and assure fairness in decisions about Psychology Interns, and also provide avenues of appeal that allow interns to dispute decisions and file grievances.

The spirit that guides due process procedures is dialogue and collaboration. Neither the Consortium nor the affiliated training sites make unilateral decisions unless there is imminent risk to clients, students, interns, or others. The protection of clients and Psychology Interns is the overriding principle in collaborative decision-making.

The Consortium and affiliated training sites follow due process guidelines to ensure that decisions about interns are not arbitrary or personally based. These guidelines include appeal procedures that permit any intern to challenge program decisions. The due process guidelines include the following:

1. Presenting Psychology Interns with the program expectations regarding professional functioning at the start of the training year.
2. Specify evaluative procedures, including the time frame and the method, in the *Intern Training Manual* before the start of the training year.
3. Define “problematic behavior.”
4. Provide prompt notice and an opportunity for a hearing concerning failure to meet competence in any particular area.
5. Provide a remediation plan for skill deficiencies or problematic behavior, including a time frame for remediation and the consequences of not rectifying the deficiencies or problematic behavior.
6. Provide Psychology Interns with a written description of procedures they may use to appeal decisions and to file grievances.
7. Ensure that Psychology Interns have sufficient time to respond to any action taken by the program that affects them.
8. Use input from multiple professional sources, including the Site Supervisors, when making decisions or recommendations regarding the intern's performance.
9. Document, in writing and to all relevant parties, the action(s) taken and its (their) rationale. All records are maintained by OPPTC in perpetuity.

I. **Defining areas of concern**

In the Consortium's psychology training program, areas of concern typically fall into one of two areas:

1. **Skill deficiency.** Skill deficiencies may include lack of appropriate skills in:

- Psychological assessments;
- Diagnostics;
- Test administration or interpretation;
- Forming therapeutic alliances with patients/clients; or
- Knowledge of pertinent research or additional weaknesses such as:
 - Conducting professional activities beyond the intern's abilities or scope
 - Disregard for a supervisor's guidance; or
 - Resistance to appropriate opportunities for learning.

Skill progress is monitored in the *OPPTC Capstone* review that occurs monthly with Site Directors and the DCT along the Consortium. Any area rated "O" (below readiness for internship) or "U" (unsatisfactory progress in training focus) will be addressed in a *Remediation Plan*. This plan is signed by the Site Supervisor, DCT and Psychology Intern and provides a timeline and objective goals for skill remediation.

2. **Problematic behavior.** Behaviors are identified as problematic behaviors if they include one or more of the following characteristics:

- The Psychology Intern does not acknowledge, understand, or address the problem when it is identified.
- The problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training.
- The quality of services delivered by the Psychology Intern is sufficiently negatively affected.
- The problem is not restricted to one area of professional functioning.
- A disproportionate amount of attention by training personnel is required.
- The Psychology Intern's behavior does not change as a function of feedback, remediation efforts, and/or time.

There is an Emergency Suspension available in egregious cases of harm, cruelty, significant ethical breach. This will result in immediate emergency meeting of the OPPTC directorate and immediate notification of the Psychology Intern's academic program.

II. Procedures for responding to a skill deficiency or problematic behavior

If Capstone progress or emergent supervisor concern reflects a skill deficiency or problematic behavior, the following procedure will be initiated, unless the Consortium training directorate determines that immediate disciplinary action/suspension is appropriate.

1. Within five (5) business days of identification of deficiency the monthly Capstone meeting of Site Supervisors and the Oklahoma Professional Psychology Training Consortium Director of Clinical Training (also “OPPTC DCT”, “Consortium DCT”), a meeting between the Site Supervisor and Psychology Intern will occur.
2. At that meeting, the Psychology intern and Site Supervisor complete the *Remediation Plan*, which includes signatures from both parties. The Psychology Intern will receive a written copy of this procedure—a redundancy (as it is in the *OPPTC Intern Manual*), but meant to provide the Psychology Intern with easy access to their rights along the process.
3. Should problematic behavior be identified (not associated with Capstone progress meeting), the DCT is notified immediately. There is then a two-pronged decision. If the problematic behavior meets criteria for Emergency Suspension as described, above, the emergency meeting of DCT and Site Directors occurs within 48 hours. At that point, the Psychology Intern is provided with written documentation of Emergency Suspension and the Psychology Intern has appellate options as outlined, below. Should the problematic behavior not meet criteria for Emergency Suspension, the procedure would be as described for skill deficiency identified at a monthly Capstone meeting among the Site Supervisors and OPPTC DCT.
4. If the Psychology Intern is in agreement with the Remediation Plan, the signed document is forwarded to the DCT within three (3) business days.
5. Should the Psychology Intern not accept the *Remediation Plan*, a written appeal from the Psychology Intern is due to the DCT within three (3) business days. This appeal comes in the form of a written correspondence, indicating clearly “Appeal of Remediation Plan”, with explanation of position. The Director of Clinical Training will seek input from the Site Directors in consideration of the Psychology Intern’s appeal.
6. The Consortium DCT may request informal problem resolution assistance from APPIC (pending OPPTC membership approval in APPIC).
7. The Consortium DCT will facilitate and a meeting with the Site Supervisor and Psychology Intern to attempt resolution within thirty (30) days.
8. If the above procedures do not bring resolution, then the Consortium Director of Clinical Training will, upon the Psychology Intern’s request, schedule a hearing at which the Psychology Intern may respond.
9. Following the hearing, appropriate disciplinary action may be considered, as described below.

Possible Disciplinary Actions

The Director of Clinical Training, after consultation with the Consortium Training Committee/Site Directors, may implement any of the following disciplinary actions. These are not necessarily sequential. The DCT will select the course and extent of the action based on the needs of the Psychology Intern, the affiliated training site, and the clients at the affiliated training site.

1. Written Notice. A Written Notice directs the Psychology Intern to discontinue unsatisfactory action(s) or behavior(s). The Psychology Intern will be given a letter (copy provided to academic program) specifying the following:
 - a. Notification to the Psychology Intern that there is unsatisfactory behavior.
 - b. Description of the unsatisfactory behavior.
 - c. Actions required to correct the unsatisfactory behavior.
 - d. Timeline for correction.
 - e. Consequences if the problem is not corrected.

2. Probation. If the area of problematic behavior is deemed serious enough, the Psychology Intern may be placed on probation. The Psychology Intern will be given a letter specifying the following:
 - a. Description of the unsatisfactory behavior.
 - b. Actions required to correct the unsatisfactory behavior.
 - c. Timeline for correction.
 - d. Explanation of the procedure that will be used to determine whether satisfactory progress has been made.
 - e. Consequences if the problem is not corrected.

3. Administrative Leave. The Psychology Intern may be placed on leave, accompanied by suspension of all duties and responsibilities as a Psychology Intern at OPPTC. The Psychology Intern will be informed in writing about potential consequences resulting from suspension, which might include inability to complete training hours or other requirements.

4. Dismissal. When appropriate, a Psychology Intern may be dismissed from the Consortium training program. The intern must receive written notice of dismissal. Dismissal might occur under the following circumstances:
 - a. It is determined that remediation cannot be successfully accomplished;
 - b. Serious violation of ethical standards;
 - c. Serious violation of Consortium or affiliated training site policy and procedures;
 - d. Serious legal violation(s); or
 - e. Any other condition that jeopardizes client, student, staff, or intern welfare.

Following the delivery of the written document outlining the disciplinary action to be taken to correct problematic behaviors or skill deficiencies, the Psychology Intern may accept the disciplinary action, or may appeal to the Consortium's Board of Directors. Pending the decision by the OPPTC of the Board of Directors (BOD=the training directorate of the Consortium, comprised of the DCT and Site Directors), the intern remains subject to the disciplinary action imposed by the Director of Training.

5. Appeals. The steps to be taken when a Psychology Intern appeals a disciplinary decision to the Consortium's Board of Directors are as follows:
 1. If a Psychology Intern desires to appeal a disciplinary decision of the Director of Clinical Training, that intern may appeal that decision to the full Board of Directors of the Oklahoma Professional Psychology Training Consortium. In cases wherein the actions of DCT or a Site Director is at the core of a Psychology Intern's appeal, faculty from other sites will occupy the board seats to make the decision. This appeal is to be filed with the Secretary of the Board of Directors within ten days of the issuance of the Director of Clinical Training's decision. The Appeal must include evidence and rationale which support the basis of the Appeal. The Appeal may include a proposed alternative resolution of the grievance under consideration.
 2. Within ten days of the receipt of an Appeal, the Intern shall schedule a meeting of the full Board of Directors of the Consortium at which the Appeal will be considered. The decision of the full Board of Directors shall be final.

Grievance Procedure

If a Psychology Intern experiences a problem with a training Site Director, faculty member, DCT, or if a Psychology Intern has a personal complaint about the program (including but not limited to complaints about evaluations, supervision, stipends/salary, harassment, etc.) then the Psychology Intern shall proceed with the following steps for resolution:

1. Attempt to address and resolve the problem directly with the individual as soon as possible.
2. If addressing the problem directly is not successful, the individual is unavailable, or the Psychology Intern prefers not to address the issue with the individual, then he or she may consult with the Consortium Director of Clinical Training. The Consortium DCT will assist by taking one or more of the following actions:
 - a. Serving as a consultant to assist in deciding how best to communicate with the individual;
 - b. Facilitating a mediation session between the intern and the individual;

- c. Taking the issue to the Consortium Site Directors/Board of Directors for consultation and problem solving;
 - d. Requesting assistance from APPIC* (pending membership approval).

3. The Psychology Intern will provide a letter to the Consortium DCT within ten working days of the later of (a) the date of the event giving rise to the complaint or (b) the date the problem was raised with the Consortium Director of Clinical Training. The Psychology Intern's letter will document the nature of the grievance and what attempts may already have been made to resolve the issue.

4. Within ten working days after receipt of the letter from the Psychology Intern, the Consortium Director of Clinical Training will send a letter to the Psychology Intern outlining the grievance procedure. The letter will include provisions for the Psychology Intern to hear all material facts and to appear before the OPPTC Board of Directors. The Psychology Intern has 14 days from receipt of the letter to request a board review. This review will be scheduled within 14 days of the DCT receipt of the letter from the Psychology Intern requesting review to respond to the grievance.

5. The Director of Internship Training will convene the OPPTC Board of Directors; any persons/sites directly involved in the grievance will be recused from the review and may be replaced by other OPPTC faculty members from uninvolved sites.

6. The BOD will conduct a review hearing at which the Psychology Intern's grievance is heard and the evidence presented. The Psychology Intern may attend the hearing and respond to any concerns raised. Within ten working days of the completion of the review hearing, the BOD will issue a report documenting its findings and response to the grievance.

7. The Consortium's Director of Clinical Training will provide the report to the Psychology Intern within ten working days of receipt of the report. The decision of the OPPTC Board of Directors shall be final.

Intern Performance Evaluation

Oklahoma Professional Psychology Training Consortium

Intern _____

Training Site _____

Primary Supervisor _____

Date of Evaluation _____

Time Period of Evaluation: From _____ to _____

_____ MidYear Performance Evaluation

_____ End of the Training Year Performance Evaluation

Training Activities during this Evaluation Period:

Please check which activities were conducted during this training period. The number of hours should be reflected in the monthly training logs.

Psychotherapy:

Assessment:

_____ Individual

_____ Interviewing

_____ Group

_____ Academic

_____ Marital

_____ Cognitive

_____ Family

_____ Personality

_____ Crisis

_____ Projective

_____ Other

_____ Neuropsychological

Other,
describe:

Supervision:

_____ Regularly Scheduled Primary Supervision
 Provided by _____

_____ Regularly Scheduled Secondary Supervision
 Provided by _____

_____ Supervision of Practicum/Intern Supervision

Didactic/Experiential Learning Activities:

_____ Attendance at Monthly Consortium Training Events _____

_____ On-Site Didactic Activities: _____

_____ Pre-approved Conferences and Trainings: _____

Consultation and Research Activities:

_____ _____

Other Activities:

_____ _____
 _____ _____

Training Hours Accrued:

<u>This Evaluation Period</u>		<u>Cumulative for Year(s)</u>	
_____	Direct Service to Clients	_____	Direct Service to Clients
_____	Primary Supervision	_____	Primary Supervision
_____	Secondary Supervision	_____	Secondary Supervision
_____	Didactic Training	_____	Didactic Training
_____	Total Hours for Period	_____	Total Hours for Year(s)

Methods of Evaluation and Training Used this Evaluation Period:

_____	Direct Observation	_____	Review of Raw Data
_____	Review of Videotapes	_____	Review of Case Notes
_____	Review of Audiotapes	_____	Review of Reports
_____	Case Presentations	_____	Feedback from Interns
_____	Other Evaluation Methods _____		

Assessment of Trainee Competencies and Training Goals

Please rate your Psychology Intern on each of the following categories using this rating scale:

N/A= Not Applicable or Not Assessed

1= **Concerns Noted**; Remedial work is needed

2= **Beginning Competency**; Intensive supervision needed

3= **Intermediate Competency**; Routine supervision needed

4= **High Competency**; Supervision needed for non-routine cases

5= **Advanced Competency**; Autonomous practice is expected after training is completed

Compare your Intern with other Interns at the same level of training. It is assumed that most Interns will perform at the intermediate level on most categories.

I. CLINICAL KNOWLEDGE AND SKILLS: Diagnostic

A. Diagnostic Interviewing

- _____ 1. Develops rapport
- _____ 2. Gathers relevant background information
- _____ 3. Accurately assesses client's mental status
- _____ 4. Questions are sensitive to client dynamics
- _____ 5. Makes appropriate case disposition
- _____ 6. Demonstrates effective crisis intervention

B. Diagnostic Classification and Diagnosis

- ___ 7. Knowledge of DSM classification and diagnosis
- ___ 8. Develops sound DSM diagnostic formulations
- ___ 9. Knowledge and use of special education eligibility categories

C. Theoretical Classification and Diagnosis

- ___ 10. Knowledge of theoretical case conceptualizations ___ 11. Develops sound theoretical case conceptualizations

Individual Training Goals Review- Diagnostic:**II. CLINICAL KNOWLEDGE AND SKILLS: Assessment****A. Test Selection**

- ___ 12. Demonstrates knowledge of psychometric principles
- ___ 13. Effective test selection

B. Standardized Test Administration

- ___ 14. Demonstrates standardized test administration

C. Test Interpretation

- ___ 15. Makes accurate inferences from and interpretations of data
- ___ 16. Integrates background data appropriately
- ___ 17. Develops sound diagnostic formulations
- ___ 18. Builds recommendations on empirical and clinical data

D. Report Writing

- ___ 19. Report writing style is clear
- ___ 20. Written communications are sensitive to client dynamics
- ___ 21. Written communication is non-pejorative
- ___ 22. Reports reflect appropriate integration of test data

E. Feedback

- ___ 23. Provides feedback in a clear and understandable manner
- ___ 24. Presents and explains evaluations to parents, teachers, and clients
- ___ 25. Presents and explains evaluations to other professionals

Individual Training Goals Review- Assessment:**III. CLINICAL KNOWLEDGE AND SKILLS: Psychotherapy****A. Case Formulation**

- ___ 26. Articulates sound case formulation

B. Treatment Planning and Goals

- ___ 27. Collaborates with clients to establish realistic goals
- ___ 28. Writes sound treatment plans and goals

C. Therapeutic Alliance

- ___ 29. Establishes positive therapeutic alliance with clients
- ___ 30. Demonstrates good listening skills

D. Management of Clinical Boundaries

- ___ 31. Manages interpersonal boundaries with clients in individual, family, and group therapy

E. Therapeutic Interventions

- ___ 32. Technical decisions and applications are appropriate to client diagnosis
- ___ 33. Attends to affective, cognitive, and behavioral manifestations in a thoughtful and sensitive manner

F. Integration of Theory

- ___ 34. Articulates a preferred theoretical orientation
- ___ 35. Applies population relevant theoretical orientations
- ___ 36. Explains a rationale for modifying orientation

G. Integration of Research

- ___ 37. Integration of biopsychosocial research into practice
- ___ 38. Integration of psychotherapy research into practice

Individual Training Goals Review- Psychotherapy:

IV. CLINICAL KNOWLEDGE AND SKILLS: Integration of Advanced Concepts

H. Psychotherapy

- ___ 39. Awareness and use of process/here-and-now approaches
- ___ 40. Awareness and use intrapsychic dynamics
- ___ 41. Demonstrates awareness of impact of own personal issues on the individual psychotherapy process
- ___ 42. Demonstrates awareness of impact of own personal issues on the group or family therapy process
- ___ 43. Demonstrates awareness of impact of own personal issues on the supervision process

I. Consultation

- ___ 44. Provides specialized expertise to other professionals
- ___ 45. Designs functional behavioral assessments
- ___ 46. Implements academic and behavior intervention plans
- ___ 47. Develops on-going consulting relationships with other professionals

Individual Training Goals Review- Advanced Concepts:

V. DIVERSITY AND SOCIAL RESPONSIBILITY

A. Diversity Awareness

- 48. Awareness of impact of own individual and cultural differences on self, others, and professional relationships
- 49. Awareness of impact of client's individual and cultural differences on self, others, and relationships
- 50. Awareness of impact of interaction between own and client's individual and cultural differences

B. Social Awareness and Responsibility

- 51. Awareness of current events in local and global community
- 52. Awareness of state and national issues in psychology
- 53. Advocates to address systemic issues

Individual Training Goals Review – Diversity and Social Responsibility:

VI. SCHOLARLY ATTITUDE

A. Critical Thinking

- 54. Engages in reflective thinking before responding
- 55. Considers alternative perspectives and sources of information

B. Scholarly Inquiry

- 56. Actively seeks out scholarly information in clinical work
- 57. Engages in reflective thinking and scholarly inquiry
- 58. Participates in research and professional publication

Individual Training Goals Review – Scholarly Attitude:

VII. PROFESSIONAL BEHAVIOR AND DEVELOPMENT

A. Ethical Reasoning and Behavior

- 59. Awareness of and commitment to ethical practices
- 60. Awareness of and commitment to legal standards
- 61. Represents self as a Intern
- 62. Integrates informed consent when orienting client to therapy
- 63. Engages in sound ethical reasoning when faced with ethical dilemmas that are more subtle or complex
- 64. Awareness of limits of own competency within the role of Intern

B. Professional and Administrative Responsibility

- 65. Carries out assignments responsibly
- 66. Is prompt for scheduled hours and appointments
- 67. Maintains appropriate record keeping practices
- 68. Writes client notes and reports in a timely manner
- 69. Submits Consortium documentation in a timely manner
- 70. Acts in accordance with agency or practice guidelines

C. Respectful and Professional Relationships

- 71. Relates positively with other Interns
- 72. Relates effectively with a co-therapist
- 73. Relates positively with staff and interdisciplinary team

D. Interpersonal Boundaries and Awareness of Impact on Others

- 74. Manages anxiety and stress effectively
- 75. Is conscientious in maintaining boundaries with supervisors and other staff
- 76. Is aware and respectful of impact of own behavior on others

E. Use of Supervision

- 77. Takes an active role in planning for supervision
- 78. Keeps supervisor apprised of relevant clinical issues
- 79. Receptive to and integrates supervisor feedback
- 80. Able to appropriately challenge supervisor formulations
- 81. Follows directions and respects supervisor's final judgments

Individual Training Goals Review – Professional Development:**VIII. Performance Evaluation Summary**

Please summarize your observations and impressions of your Psychology Intern, including overall strengths and weaknesses. Include any competency or performance areas that were not covered elsewhere.

During this training period, the performance of the Psychology Intern was:

- Unsatisfactory
- Satisfactory

Supervisor Date

Secondary Supervisor Date

Intern Performance Evaluation Response:

Psychology Intern

Date

Revised 9/27/2023
opptc.org

3. Please describe the social atmosphere of the training site (for example friendly, supportive, high pressure, competitive, etc.).

4. Besides your two psychologist-supervisors, have you worked with colleagues in allied professional fields or received mentoring from allied professionals? If so, what are their fields?

Psychologists Physicians Social Workers Counselors Marriage & Family Therapists
 Registered Nurses Nurse Practitioners Substance Abuse Counselors Others _____

5. How many hours of individual supervision did you receive each week from your primary supervisor? _____

Comments: _____

6. How many hours of individual supervision did you receive each week from all secondary supervisors? _____

Comments: _____

7. Have you participated meaningfully in establishing the goals of supervision with your primary supervisor?

Yes, a good deal. Somewhat Not sufficiently.

Comments: _____

8. Did you feel listened to, understood, valued, and treated with respect by your primary supervisor?

Yes, most of the time Some of the time Not often enough

Comments: _____

9. Check all of the following which were a part of your experience in all individual supervision this evaluation period:

Live observation by you of your supervisor providing psychological services

Live observation of you by your supervisor

Video taped observation of your therapy sessions or psychological assessment

Case discussion

Review of reports, test data, treatment plans, progress notes, and other records

Didactic instruction on specific skills or topics

Assigned readings

Other: _____

10. How effective was your primary supervisor at recognizing, communicating, and supporting your strengths?

Usually effective Inconsistently effective Seldom effective

Comments: _____

11. How effective was your primary supervisor at recognizing, communicating, and assisting with your weaknesses?

Usually effective Inconsistently effective Seldom effective

Comments: _____

12. How helpful was your primary supervisor at helping you generate case conceptualizations, treatment plans, interventions, risk management plans, or other aspects of therapeutic interventions?

Usually helpful Inconsistently helpful Seldom helpful

Comments: _____

13. How helpful was your primary supervisor at developing your skills at selecting, administering, scoring, and interpreting psychological assessment instruments?

Usually helpful Inconsistently helpful Seldom helpful

Comments: _____

14. How helpful was your primary supervisor in teaching you and modeling appropriate legal, ethical, and professional standards in the practice of psychology?

Usually helpful Inconsistently helpful Seldom helpful

Comments: _____

15. How prompt was your primary supervisor at beginning and ending supervision sessions on time?

Usually on time Inconsistently on time Seldom on time

Comments: _____

16. How useful for your professional growth were the monthly Consortium didactic activities?

Usually useful Inconsistently useful Seldom useful

Comments: _____

17. How helpful were the opportunities provided to interact with other interns?

Usually helpful Inconsistently helpful Seldom helpful

Comments: _____

18. What have been the weaknesses or problematic aspects of your training experience for this evaluation period?

19. What have been the strengths, or most useful aspects, of your training experience for this evaluation period?

20. Additional comments:

22. Overall, how satisfied are you with your internship training experience this evaluation period?

___ Quite satisfied

___ Generally satisfied

___ Substantially dissatisfied

Printed Name of Psychology Intern

Signature of Psychology Intern

Date

Printed Name of Director of Training

Signature of Director of Training

Date

OPPTC

Internship

Capstones

Adopted by all consortium sites across OPPTC, these Capstones provide a meaningful measure of progress of the Profession Wide Competencies (PWC) that comprise the shared focus of the Oklahoma Professional Psychology Training Consortium. Each primary site and secondary site supervisor reviews PWC Capstone progress with each intern monthly. While the starting point will reflect the entry-point (Readiness for Internship= /), as the intern progresses in skill, the corresponding ratings should be reflective of growth.

The Capstone ratings for each intern are due to the Director of Clinical Training monthly and are reviewed at the monthly Site Director meeting to track satisfactory growth and progress toward the goal of Readiness for Entry to Practice. The Intern Evaluation Form is completed at the mid-point and conclusion of the internship training experience and is guided by the Capstone progress. Should there be a need for remediation or additional tutoring/mentoring, it will be readily apparent in this evaluation-rich environment. The Site Directors maintain a collaborative relationship to provide training for each intern across the PWC. All documentation is retained indefinitely.

Ratings KEY

- O** Deficiency noted/remediation plan required
- /** Entry point (internship ready)
- S** Training focus—Satisfactory progress
- U** Training focus—Unsatisfactory progress/additional mentoring
- M** Mastery of skill (ready to enter practice)



OPPTC
Member Sites
2024-25

Green Country Psychology

7146 S Braden Ave Ste 700

Tulsa, OK 74136

918-878-8072

www.greencountrypsychology.com

GCP is the professional private practice of Dr. Joseph James and Dr. Timothy Doty. They have 14 years combined experience conducting therapy for families, individuals, and couples. They also specialize in psychological evaluations for a variety of referral questions. The practice receives referrals for clinical psychotherapy and evaluations from medical hospitals, pediatricians, medical providers, Department of Human Services, Social Security Administration, family court, judges, and attorneys, juvenile court, education system and school districts, therapists and treatment agencies, and private individuals.



A Licensed Psychologist or Post Doctoral Resident at Green Country Psychology can expect to be exposed to treatment modalities informed by psychodynamic/psychoanalytic, systemic and family systems, and cognitive-behavioral perspectives. The practice offers treatment for attention-deficit disorder, relationship issues, spirituality, faith integration, mindfulness, LGBT+, geek-friendly therapy. A significant portion of the practice is dedicated to psychological evaluations: forensic, family, and juvenile court, behavioral evaluations for families involved in child protective services, medical pre-surgery evaluations for bariatric and kidney transplantation. They have entered into offering therapy services through tabletop role-playing games such as D&D.

GCP typically evaluates and treats: Neurodevelopmental Disorders such as ID, LD, ADHD, Autism, Neurocognitive Disorders such as TBI, Schizophrenia Spectrum (not often), Bipolar Disorders, Depressive Disorder, Anxiety Disorders, Obsessive-Compulsive Disorders (not as often), Trauma and Stressor Related Disorders, Somatic Disorders (rare), and Disruptive Behavior Disorders.

Our referral network includes: Several local primary care physicians, pediatricians, and psychiatrists, Oklahoma Department of Developmental Disability Services (DDSD), Social Security Disability Administration (SSD), Several Local Attorneys and Court Systems (Forensic Evaluation Services), Veteran Affairs: QTC and VES (Compensation and Pension Evaluations), Oklahoma Department of Human Services (DHS), St. John Hospital Kidney Transplant Team, and St. John Hospital Bariatric Surgical Team.

Our team of providers includes Timothy Doty, PsyD (Full-Time: Co-Owner): Generalist and Forensic Psychologist, Joseph James, PsyD (Full-Time: Co-Owner): Generalist Psychologist, Victoria Tracy PhD (Part-Time): Child Neuropsychological Specialist, Amber Nipper PsyD (¼ time): Child and Adolescent Specialist, Matt Crowley, TU Practicum Student (Part-time), Pauline Diamond, TU Practicum Student (Part-time), Deanna Smith, SNU Practicum Student (LPC) (Part-time), Cameron Fenimore, Psychological Technician (Full-time). Our support staff includes Candy McCormick, Administrative Support and Billing Specialist, Melissa Holt, reception, and Taylor Funston.

Preferred Treatment Modalities include Psychodynamic, Individual Psychotherapy, Family Psychotherapy, Group Psychotherapy, Psychoeducational Group Therapy. GCP Adheres to the OPPTC Capstone model of training, dedicated to moving the intern from foundational knowledge to functional skill.

Norman Behavioral Health Group

Norman Behavioral Health Group
 712 Wall St.
 Norman, OK 73069
 (405) 579-7560
 (405) 579-7563 (fax)
office@normanbhg.com
www.normanbehavioralhealthgroup.com

Located in Norman, Oklahoma, which is the home of the University of Oklahoma, in the southern-most part of the OKC metro area.

NBHG was established in 2001. The facilities include a 6,500 square foot office with ADA accommodations. The space contains over 20 offices, a large conference room, full kitchen/breakroom, and additional waiting room space for families with young children.

Our clinical staff is made up of licensed psychologists, licensed masters-level clinicians, and psychological technicians. Our support staff are the backbone of the practice and do an amazing job making sure all clinicians can focus on providing quality treatment.

NBHG offers a wide variety of clientele and experiences through our outpatient clinic. These include traditional psychotherapy, psychological evaluations, employee assistance programs, and veteran services as contracted through the veteran's administration. In addition to traditional outpatient experiences, NBHG offers community-based programs for individuals and their families through the state Oklahoma Developmental Disability Services, consultation and training services to area businesses and organizations, and consultation services to various health and mental health organizations across the south OKC metro area.

Interns at NBHG will have the opportunity to participate in all services provided by our clinical staff with the primary focus on their education and being prepared to leave their internship year with a clear understanding of what it means to work in an outpatient mental health setting.

Weekly supervision will be provided throughout the internship by their primary supervisor but will have access to the other psychologist in the office who might bring different experiences and expertise. This access further enhances the interns' educational experience within the NBHG internship site. All clinical documentation reviewed and countersigned by their primary site supervisor throughout the duration of the internship.

NBHG internship experience fully supports and adheres to the mission, goals, and values of OPPTC Internship Capstones. Our team of psychologists and master-level clinical staff, in collaboration with the OPPTC faculty, are committed to guiding the intern from foundational knowledge to functional competencies as they begin their journey into the dynamic field of professional psychology.



Psychology Specialists of Oklahoma

Psychology Specialists of Oklahoma
 3035 NW 63rd St., Suite 227
 Oklahoma City, OK 73116
 (405) 242-6460
 (405) 212-4463 (fax)
www.PsychologyOklahoma.com



Psychology Specialists of Oklahoma (PSO) is centrally located in the State of Oklahoma, minutes north of downtown.

PSO was established in 2006. The facilities include 6,500 square feet of office space, which is ADA compliant. The space is comprised of 20 offices for psychologists, post-doctoral fellows, and interns/trainees with bathrooms, kitchen area, and large waiting room. Dr. Steve Sternlof, the owner and managing member of PSO, is a Licensed Health Service Psychologist and on-site full time. PSO includes six other Licensed Health Service Psychologists. Support staff members include a Director of Practice Management, Office Manager, Billing Coordinator, and three Patient Services Assistants. PSO has a comprehensive array of assessment tools for evaluation of children and adults.

Interns at PSO gain vast experience in psychological and neuropsychological testing and assessment. PSO conducts comprehensive psychological and neuropsychological evaluations with children, adolescents, adults, and geriatric populations for a wide range of mental health concerns, including Autism Spectrum Disorder. The intern may also have opportunities to gain experience with inpatient psychiatric assessment, as well as forensic psychology evaluations for Family Court and Department of Human Services. The intern may also participate in consultation assessments for the Military Entrance Processing Command.

Dr. Sternlof maintains competencies in a wide range of psychological diagnostic evaluation methods. Learning objectives for the intern include experience conducting intake interviews, administering a variety of psychological tests, scoring and interpreting findings, writing a psychological evaluation report, and providing feedback to the patient. This is initially done by shadowing, progressing toward taking a lead role with supervision. Record-keeping is countersigned and monitored for the duration of the internship. Regular individual supervision is maintained every Wednesday.

PSO adheres to the OPPTC Internship Capstones. Dr. Sternlof and his team at PSO, in collaboration with the OPPTC faculty, is committed to training, teaching, and supporting the intern from foundational knowledge to functional experiences in order to gain competency for practice within psychology.

Solutions Mental Health

Solutions Mental Health
 5350 South Peoria Avenue
 Tulsa, OK 74105
 (918)749-1991
 (918)747-0197 (fax)
btrentham@aol.com

Located directly off Interstate 44 in an area of Tulsa rich in cultural diversity, the 5300 square foot free standing office housing Solutions Mental Health is perfectly poised to serve a heterogeneous clientele.



Solutions Mental Health is a coalition of independent practitioners serving the behavioral health needs of children, adolescents, adults and families. A sliding scale fee is offered to individuals without insurance who are financially unable to pay the full fee. The Solutions Mental Health facility is ADA compliant and boasts a large waiting room (pictured), a separate children's waiting area, nine therapy offices, play therapy room, large conference room, kitchen/staff room, and administrative spaces. Support staff members include an office manager, a receptionist, and an HR/billing coordinator. SMH has a library of up-to-date assessment tools for evaluation of children and adults, as well as computers and office equipment for printing/faxing/data storage.

Psychology Interns at SMH participate in the assessment and treatment of a variety of psychological disorders and diagnoses, including clients with Developmental Disabilities and sexual behavior problems. Additionally, since Tulsa is home to the Dennis R. Neill Equality Center, one of the largest LGBT Centers in the region, opportunities exist for Interns to serve individuals within the LGBT community. Initially, the intern will shadow assessment (from battery selection to administration, scoring, analysis and results consultation) and treatment interventions. Dr. Trentham operates from a solution focused and cognitive behavioral framework and Dr. Cooper from an existential and humanistic framework. The primary early learning objectives for each Psychology Intern involve the active exploration of their own theoretical orientation and developing their ability to connect theory to evidence-based practice. As the Psychology Intern demonstrates developmentally appropriate competence as a scientist-practitioner in clinical planning and interventions, their caseload will grow and diversify. Dr. Trentham or Dr. Cooper will provide supervision and oversight of all services provided by interns. Record-keeping is countersigned and monitored for the duration of the internship.

SMH adheres to and follows the OPPTC Internship Capstones. Dr. Trentham and Dr. Cooper, with support from the SMH team and collaboration with the OPPTC faculty, are committed to guiding interns from foundational knowledge to functional competencies, readying them to enter the field.

Individual supervision occurs every Wednesday at 12pm.

McAlester Psychological Associates

McAlester Psychological Associates
 609 S. 2nd St.
 McAlester, OK 74501
 (918)302-0203
 (918)423-7002 (fax)
www.mactownpsych.com



Located in rural southeastern Oklahoma in the midst of the Choctaw Nation, MPA offers interns a unique, small-town practice experience with a culturally varied clientele.

Incorporated in 2004, facilities include a 2,500 square foot freestanding office with ADA accommodations, three therapy rooms, a large waiting room (pictured), kitchen/staff room and additional private office area. Support staff members include an office manager and HR/billing coordinator who have worked for MPA for 10 and 16 years, respectively. MPA has an up-to-date library of assessment tools for evaluation of children and adults, printing/faxing/computers/data storage and a VOIP telephone system for scheduling and smooth communication between departments.

Interns at MPA participate in the assessment and treatment of a wide variety of mental illnesses and diagnoses as often seen in a general practice. It's worth noting that MPA serves 23 counties in rural Oklahoma, so the clinic is often the first referral for physicians, counselors, and community agencies. Initially, the intern will have the opportunity to shadow assessment (from battery selection to administration, scoring, analysis and results consultation) and treatment interventions. Dr. Ward maintains competencies in cognitive behavioral therapeutic interventions and initial learning objectives for the incoming intern includes active exploration of the intern's own theoretical orientation. For example, the intern may observe a therapeutic exchange that sparks a theoretical discussion of, say, a psychoanalytic interpretation of the presenting problem. The goal is the intern's ability to grow in capacity to connect theory to evidence-based practice, emerging with a clinical toolbox that readies them to enter the field as an independent practitioner. As the intern begins to demonstrate knowledge of not only the "what" of the clinical plan but the "why"—generating a meaningful scientist-practitioner explanation of the intervention, the intern becomes ready to take the lead in an emergent caseload with oversight and supervision. Record-keeping is countersigned and monitored for the duration of the internship.

MPA adheres to and follows the OPPTC Internship Capstones. Dr. Ward, with support from the MPA team and collaboration with the OPPTC faculty, is committed to guiding the intern from foundational knowledge to functional competencies as they become readied to enter the field.

Individual supervision occurs every Wednesday at 2pm.