

Doctoral Internship Program
26811 Orchard Lake Road, Building B
Farmington Hills, MI 48334
(248) 919-0063

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Training Model and Program Philosophy

The training approach for the Psychology Doctoral Internship Training Program is based on a practitioner-scholar model. The Psychology Training Program is designed to contribute to the development of a clinical attitude and the desire to understand our clients. There is an emphasis on the development of reflective skills and empathy, as well as interventions that are consistent with the client's self-reported problem areas. Reflection includes consideration of individual, cultural, and societal factors pertaining to both the provider and recipient of services. In addition to supervised clinical experiences, the intern's progress is realized through the didactic program and utilization of the Psychology staff, as well as the professional community.

APPIC AND APA STATUS

We were approved for APPIC Membership on November 2, 2026.

We will be seeking APA accreditation within the three-year time frame, consistent with APPIC policy. Please be advised that there is no assurance that we will be able to successfully achieve APA accreditation.

PROGRAM AIMS AND COMPETENCIES

There are two primary aims for the doctoral internship at the Michigan School Psychological Clinic:

- **To provide clinical experiences that address and monitor the needs of our client population;**
- **To provide a variety of learning experiences that enhance the interns' professional development**

Aim #1: Provision of clinical experiences that address and monitor the needs of our client population.

The intern will offer individual and conjoint therapy to clients and carry a therapy caseload and assessment duties that offer a variety of clinical experiences. The intern will construct detailed treatment plans and meet weekly with clients address and monitor their ongoing needs.

Aim #2: To provide a variety of learning experiences that enhance the interns' professional development.

The intern will perform the following tasks:

- **Research and present a didactic topic one time per semester at the weekly didactic time.**

- **Serve as an individual supervisor, under the direction of a licensed psychologist, to doctoral and master's level practicum students.**
- **Offer feedback to administrative staff regarding the operation of the Clinic.**

The intern will take part in orientation beginning on August 30, 2027, then begin a forty hour a week schedule that conforms with the Clinic calendar. The internship will conclude on August 4, 2028.

The Clinic is open from 8am to 8pm Monday through Thursday, and 8am to 4pm Friday. The Clinic is not open on weekends or holidays.

TRAINING SITE

All clinical activities will take place at the Clinic, which is located at 26811 Orchard Lake Road, Building B, Farmington Hills, MI 48334. The main Clinic phone number is (248) 919-0063. It is an outpatient training clinic operated by and located on the two-building campus of the Michigan School of Psychology. Despite being in an urban setting, the campus is adjacent to a wooded area of the city.

The Clinic offers psychotherapy services to children (age 5+), adolescents and adults and operates on a sliding scale. Services are available in person and via telehealth. Psychological assessment is offered at the Clinic for rates substantially lower than the cost in the community.
Therapy and assessment clients present with a broad range of concerns, including different forms of anxiety and depression, ADHD, learning and behavioral issues, and relationship issues, among others.

All services are provided by student clinicians who are under the supervision of licensed psychologist.

TRAINING CURRICULUM

The training curriculum will involve the following:

- Individual therapy with the intern's caseload of weekly clients
- Psychological testing with supervision by psychologists well versed in test administration, interpretation and report writing
- Individual supervision one hour per week with the intern's primary supervisor.
- Individual supervision one hour per week with the intern's secondary supervisor.
- Supervision with both interns one hour per week with the Clinic Director.
- Attendance at weekly seminar meeting
- Attendance at weekly didactic meetings
- Attendance at weekly case conferences
- Attendance at monthly MSP staff meetings
- Presentation of at least one didactic each semester
- Presentation of at least one case at case conference per semester

In addition, beginning the second semester and continuing until the end of the internship year:

- Weekly individual supervision with a practicum student.

SEQUENCE OF SERVICES

The intern will be asked to be involved with individual therapy, psychological assessment, and treatment planning immediately upon starting the internship, then conduct their didactic presentation late in the first semester. Supervision of students will begin with the winter semester.

RELATIONSHIP TO THE SCHOOL

The training program is part of a concerted effort of the Michigan School of Psychology that is detailed in the Strategic Plan, created in 2025 following joint meetings of the faculty and staff and presented by the President of MSP.

The intern will be an employee of the Michigan School of Psychology and attend staff meetings that concern the welfare and interests of all MSP employees. The intern is also welcome to join school committees and the local chapter of Psi Chi.

Interns will be evaluated based on the following Profession Wide Competencies (PWC):

Competency 1: Research

1. Demonstrates the ability to critically evaluate and present relevant research to professional and /or community-based audiences.
2. Integrates relevant theory and empirical knowledge into clinical practice.
3. Demonstrates substantial knowledge and appreciation of evidence-based practice.

Competency 2: Ethical and Legal Standards

1. Demonstrates knowledge of and acts in accordance with the APA Ethical Principles of Psychologists and Code of Conduct and the local, state, and federal laws governing health care practice.
2. Recognizes ethical dilemmas as they arise and applies ethical decision-making processes to resolve dilemmas in collaboration with others.
3. Consults appropriately with peers, staff, and supervisors regarding ethical issues and dilemmas.

Competency 3: Individual and Cultural Diversity

1. Demonstrates awareness of, sensitivity to, and respect for diversity and individual differences.
2. Demonstrates an understanding of how one's own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
3. Demonstrates knowledge of the current theoretical and empirical knowledge base as it

relates to addressing diversity in all professional activities.
4. Integrates knowledge and awareness of individual and cultural differences in the conduct of professional roles (e.g., clinical services and all other professional activities) to work effectively with the range of diverse individuals and groups encountered during internship.
5. Consults appropriately about issues of individual and cultural diversity.

Competency 4: Professional values, attitudes, and behaviors

1. Behaves in ways that reflect the values and attitudes of psychology, including integrity, accountability, lifelong learning, and concern for the welfare of others.
2. Demonstrates a willingness to perform duties with flexibility and adaptability.
3. Actively seeks and demonstrates openness and responsiveness to feedback and supervision.
4. Engages in self-reflection regarding one's personal and professional functioning, and strives for professional growth.
5. Engages in activities to maintain and improve performance, well-being, and professional effectiveness.
6. Responds professionally in increasingly complex situations with a greater degree of independence as they progress throughout the year.

Competency 5: Communication and Interpersonal Skills

1. Develops and maintains effective relationships with a wide range of individuals, including colleagues, supervisors, supervisees, community members, and clients.
2. Produces and comprehends oral, nonverbal, and written communications that are informative, organized and demonstrate a thorough grasp of professional language and concepts.
3. Demonstrates effective interpersonal skills and the ability to manage difficult communication with skill.

Competency 6: Assessment

1. Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and problem areas.
2. Demonstrates understanding of human behavior within its context.
3. Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.
4. Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the client.
5. Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
6. Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

7. Demonstrates knowledge of the empirical information related to risk assessment methods and intervention as well as in the assessment of risk of harm to self and others and can employ safety planning and crisis intervention measures appropriately.

Competency 7: Intervention

1. Establishes and maintains effective relationships with the recipients of psychological services.
2. Develops evidence-based intervention plans specific to the service delivery goals.
3. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
4. Demonstrates the ability to apply the relevant research literature to clinical decision-making.
5. Modifies and adapts evidence-based approaches effectively.
6. Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation.
7. Demonstrates the ability to effectively use a variety of outreach materials, techniques, and methods.

Competency 8: Supervision

1. Demonstrates knowledge about theories, models, and effective practices in supervision.
2. Applies this knowledge to the supervision of direct service delivery by psychology trainees.
3. Is able to make constructive use of supervisor feedback and incorporate this feedback into future work.

Competency 9: Consultation and Interprofessional/Interdisciplinary Skills

1. Demonstrates appropriate knowledge, skills, and attitudes regarding inter-professional and interdisciplinary collaboration in relevant professional roles.
2. Applies this knowledge in consultation and collaboration with individuals and their families, other health care professionals, interprofessional groups, or system related to health and behavior.

POLICIES AND PROCEDURES

Program Aims and Objectives

The aims of the Program are to provide high quality psychological services to clients and their families, and to present a series of learning experiences for interns that fosters their development as highly ethical, clinically skilled professional psychologists.

Intern training is accomplished in supervision through exposing students to supervisors who represent a diverse set of backgrounds and theoretical orientations. The intern works with a large number of clients who are characterized by a diversity of backgrounds, levels of education, socioeconomic status and symptom clusters. In addition to therapy and assessment interactions, intern activities include case presentations, administrative meetings, and weekly didactics.

Program Structure

The Psychology Staff is committed to providing a high-quality training experience within a 40-hour week. Initially working under close supervision of experienced and skilled staff members, students are expected to work with increasing independence as they develop their individual competencies.

Efforts are made to tailor the internship experience to the individual intern's needs and to allow specialized training experiences from the program's available resources.

Titanium Schedule is the electronic health record used at the Clinic. All intern notes must be signed by a licensed psychologist serving as the intern's supervisor. The "signing off" is an electronic time stamp (name, date and time) that reflects the fact that the supervisor is ultimately legally responsible for the case.

Interns receive a minimum of four hours of supervision each week at least two of which are provided by a licensed psychologist. Primary supervisors are fully licensed, doctoral level staff psychologists who have acquired a great deal of experience guiding the development of professional psychologists.

When successfully completed, the training program will allow interns to competently perform psychological assessments, conduct effective psychotherapy, learn how to offer supervision effectively, and provide consultation to practitioners from other disciplines as well as to clinical programs.

We expect that trainees completing the internship will be ready for entry-level practice, as will be reflected in their final evaluation.

TRAINING PROGRAM DIVERSITY POLICY

Diversity Statement

The internship program at the Michigan School Psychological Clinic is open to all qualified applicants regardless of race, gender, age, religion, or national origin. Students from diverse cultural backgrounds are strongly welcomed to apply**.**

Psychology Interns are encouraged to seek out additional training on Diversity, Equity, and Inclusion (DEI) topics. For example, the School has an Institutional Equity and Anti-Racism Committee (IEARC).

Michigan School Psychological Clinic is designed to serve clients with diverse identities including, but not limited to, gender, race, ethnicity, sexual orientation, age, physical ability, and religious/spiritual orientation.

Nondiscrimination Statement

The MSP does not discriminate against any employee or applicant for employment, student or applicant for admission, contractors, vendors, volunteers, or visitors in hiring employees, recruiting and admitting students, or in operating any of its educational programs and activities based upon their actual or perceived membership in one or more of the following protected classes:

- Age 40 years or older (in the employment context)
- Arrest Record
- Citizenship status
- Color
- Creed
- Disability
- Ethnicity
- Gender expression[1]
- Gender identity[2]
- Genetic information (including family medical history)
- Height
- Marital or familial status
- National origin (including ancestry)
- Pregnancy or related conditions

- Race
- Religion
- Sex
- Sexual orientation[3]
- Veteran or military status

- Weight
- or any other protected characteristic under applicable local, state, or federal law, including retaliation protections for those opposing discrimination or participating in any grievance process within the institution, with the Equal Employment Opportunity Commission, and/or other human/civil rights agency.

This Policy covers discrimination, harassment, retaliation, or other Prohibited Conduct in both employment and access to educational opportunities. Therefore, any member of the MSP community whose acts deny, deprive, unreasonably interfere with, or limit the employment or education, access, benefits, and/or opportunities of any member of the MSP community, guest, visitor, vendor, or volunteer on the basis of that person's actual or perceived protected characteristic(s), is in violation of this Policy.

The MSP will promptly and effectively address any such discrimination of which it has Knowledge/Notice, using the applicable resolution process outlined in the applicable procedures (e.g., Process A or Process B).

[1] *Complaints of Harassment or Discrimination on the basis of this Protected Characteristic are addressed exclusively as Process B complaints, outside of Title IX.*
[2] *Complaints of Harassment or Discrimination on the basis of this Protected Characteristic are addressed exclusively as Process B complaints, outside of Title IX.*
[3] *Complaints of Harassment or Discrimination on the basis of this Protected Characteristic are addressed exclusively as Process B complaints, outside of Title IX.*

Click here for Campus Safety and Security information.

CONTENT OF INTERNSHIP TRAINING/WEEKLY SCHEDULE

Activities	**Hours**
Direct Client Contact	
Intake	2
Returning clients	15
Group (if applicable)	
Assessment	1
Supervision	
Individual supervision	2
Group supervision	1
Supervision of a practicum student	2
Assessment supervision	1
Training Activities	
Didactics, case conference and seminar	3
Other	
Outreach	3
Administration	2
Documentation	7
MSP staff meeting	1

DIRECT SERVICE ACTIVITIES

- **Individual & Couples Counseling**
- **Group Counseling** (if applicable)
- **Provision of Supervision**
- **Outreach Services**
- **Psychological Testing & Consultation Services**

TRAINING ACTIVITIES

- **Didactic**
  - **Specialized didactics**: Weekly seminars led by experienced area mental health professionals focusing on specialty areas, theoretical models, and evidence-based approaches to client care.
  - **Training-aligned content (Evidence-based practice)**: Presentations tailored to interns' developmental level, emphasizing the integration of theory, assessment, and treatment modalities.
  - **Post-graduate preparation**: Sessions with local private practitioners and clinic owners addressing real-world professional issues, practice management, and transition-to-career topics.

- **Case Conference**
  - **Case presentation**: Interns participate in group discussions of de-identified case material to enhance clinical reasoning, formulation skills, and peer consultation.
  - **Collaborative learning**: Regular meetings with fellow interns foster shared reflection, support, and professional development.
  - **Integrated training**: Interns engage with supervisors and clinic practicum students, promoting interdisciplinary dialogue and a cohesive training community.

- **Seminar – Major topics**
  - **Theory and practice**: Foundations of clinical theory, models, and applied practice.
  - **Supervisor development**: Focus on strengthening supervisory skills, reflective practice, and growth as a developing supervisor.
  - **Professional practice**: Guidance in ethical decision-making and case management.

EVALUATION OF PERFORMANCE

Internship evaluations by individual supervisors are completed three times during the year (end of Fall, end of Winter, and end of the internship year) using both Likert-scale and qualitative items. Our in-house evaluations are based on Profession Wide Competencies (PWC) and reflect benchmarks established by the profession.

The Training Director sends a letter to the respective home institutions based on feedback from supervisors and seminar facilitators at the mid-year point (Feb/Mar) and then at the end of the internship year.

EVALUATION CRITERIA

Evaluation and Feedback. Supervisors provide trainees with feedback on an ongoing basis. Interns are formally evaluated by their supervisor in each rotation at the end of every semester. The evaluation used contains a description of the student's clinical and training activities for the period and a narrative section in each competency covering supervisor ratings of the intern's performance in relevant areas of professional functioning.
The scale ratings are as follows:

5 - Performs at an advanced high level of clinical competency/skill given current level of training and education. Requires routine supervision in this area.

4 - Displays mastery of basic tasks in competency/skill. May spontaneously demonstrate advanced skill in this area. Is proficient in this area and requires routine supervision.

3 - Performs adequately in the competency/skill given current level of training and education. Requires routine supervision in this area. Meets minimum competency

2 - Performs inconsistently in the competency/skill given current level of training and education. Requires more than routine supervision in carrying out basic tasks in this area. This rating suggests the intern is below competency in this area.

1 - Performs inadequately in the competency/skill given current level of training and education. Requires remediation or intensive supervision.

N/A - Not applicable; The student did not have the opportunity to demonstrate this competency during the rating period

On evaluations, it is expected that the intern will obtain at least a "3" on the competencies for the first semester and at least a score of "4" in the second and third semesters.

Addressing Problems of Professional Competence: Occasionally, a trainee encounters difficulty in making expected progress toward attaining required competencies. A formal policy is in place that guides steps to be taken with the aim of providing the needed supports, modifications to training, etc. that will help the trainee address concerns and successfully complete the program. Due process, appeal, and grievance (complaint) procedures detailing the intern's and program's rights and responsibilities are also established in the event that a trainee believes that they have been treated unfairly or disagree with actions taken by a supervisor or the training program. A copy of these written policies can be requested by emailing the Training Director.

INTERN SELECTION AND ACADEMIC PREPARATION REQUIREMENTS

Prospective candidates for the doctoral internship at the Michigan School Psychological Clinic must be enrolled in an accredited doctoral program and have successfully completed two practicum experiences. The internship is 2000 hours, full-time for twelve months with 25% direct hours.

Applicants must meet the following prerequisites to be considered for our program:

1. Applicants must be doctoral students in good standing in an American Psychological Association (APA), Canadian Psychological Association (CPA), or Psychological Clinical Science Accreditation System (PCSAS) accredited Clinical or Counseling Psychology program.

2. Applicants should be in at least the third or fourth year of their doctoral program, have completed practicum training, and have the approval of their School's Director of Clinical Training.

3. Interns are subject to fingerprinting and background checks. Match results and selection decisions are contingent on passing these screens.

Each set of application documents are rated by the reviewers in the following seven areas:

a. **Academic Background:** Students who have achieved a relatively high grade point average are given greater consideration. The quality of the graduate program in terms of the number of required courses and breadth of course selection also influences ratings.
b. **Academic Progress:** Preference is given to applicants who have made significant progress toward completing their doctoral dissertation. Applicants must have successfully proposed their dissertation by the application deadline, or a date near the deadline must be set.

c. **Psychological Assessment Experience:** Greater weight is given to applications containing documentation of adequate experience in administering, scoring, and interpreting a range of assessment instruments.
d. **Psychotherapy Experience:** Students who describe a wider range of psychotherapeutic interventions and a larger number of hours of supervised psychotherapy experience are given preference. In addition, having some knowledge of humanistic psychology is preferred.
e. **Letters of Recommendation:** The quality of endorsements submitted by faculty members and supervisors influence ratings in this area.
f. **Internship and Career Goals:** How well the applicant articulates their internship goals is also considered. We look for some indication that the applicant has addressed career aspirations/potential interests.

Match of Interests to Internship: Students whose interests and goals match the type of training the internship offers receive a higher rating.

Interviews

A subset of applicants will be offered an interview, and this interview is required for further consideration. In person interviews are preferred, but in order to reduce barriers to interviewing, virtual interviews will be offered. Please feel free to contact the Training Director with any questions you may have about interviews. jmaher@msp.edu

Applicants selected for interviews will be notified by December 10, 2026. Interviews are scheduled for January 12 and January 13, 2027. The interviews will help us evaluate applicants and allow applicants to evaluate our training opportunities. The purpose of the interview will be for the applicant to learn about our site and for training staff to evaluate the goodness of fit of each applicant to the internship.

The Program will be utilizing the APPIC sponsored Internship Matching Program.

Applicants may obtain and submit the Applicant Agreement form on the Matching Program web site*:* https://natmatch.com/psychint/

Submit the following materials no later than November 29, 2026 by 11:59pm (EST):

A completed *APPIC Application for Psychology Internship*. This online AAPI is produced by the Association of Psychology Postdoctoral and Internship Centers (APPIC) and is available from the APPIC website: http://www.appic.org/

COMPENSATION

Interns receive a salary of $33,000, as well as a standard benefits package (health, dental, and vision insurance). Interns receive standard illness and vacation time.

Annual, Sick, and Authorized Leave: Annual Leave is used for vacations and periods of personal and/or emergency situations. Trainees earn four hours of annual leave in each biweekly period; thus 13 days are earned over the course of 12 months. Sick Leave is used when a trainee is unable to work due to sickness, injury, or medical or dental appointments or to care for the medical needs of a family member. Trainees accrue four hours of sick leave bi-weekly. No more than 104 hours of leave can be used over the course of the training period.

Self-Disclosure: We do not require interns to disclose personal information, including the need for accommodations, to their clinical supervisors except in cases where personal issues may be relevant to their clinical work or are adversely impacting a trainee's performance and such information is necessary to address these difficulties.

TRAINING PROGRAM RESOURCES/STAFF

Interns are assigned their own offices within the Clinic building with a desktop computer. Interns have access to all MSP systems including library databases for reviewing empirical literature. Interns can also use the wide array of training materials stored on the shared drive, including educational materials, presentations, and handouts for clients. Interns are also provided unlimited copying and office supplies, and can request additional supplies as needed. In addition, clerical support is available as needed throughout the year.

Intern Program Staff
Jim Maher, Ph. D., Clinic Director, Training Director
Holly Tocco, Director of Clinic Operations and Outreach
Seongwon Lee, Psy.D., Clinic Associate

Therapy Supervisors
Logan Chappell, Psy.D., LP
Jim Maher, Ph.D., LP
Khrystyna Melnyk, Ph.D., LP
Jim Wood, Ph.D., LP

Assessment Supervisor
Stacy Grindling, Psy.D., LP

SETTING

Local Information

The metropolitan Detroit area is a cosmopolitan community that is home to an extremely diverse population with social, cultural, and academic activities reflective of that diversity. The area is home to a large professional community, many colleges and universities, varied entertainment venues, extensive cultural resources, and a great number of outstanding restaurants. The metropolitan area offers activities for people from a wide range of ethnic, religious and sexual orientations.

Two state of the art stadiums, one for Major League Baseball's Tigers (Comerica Park) and the other for the National Football League's Lions (Ford Field), sit in the midst of a world-class entertainment district, as does Little Caesars Arena, home of the National Basketball Association's Pistons and the National Hockey League's Red Wings.

Detroit is one of the busiest international border crossing points in the United States due to its proximity and easy access to Canada via the new Gordie Howe International Bridge, the Ambassador Bridge and Windsor Tunnel.

Farmington Hills is a large (population about 80,000), diverse, and welcoming suburb of Detroit known for being a significant business center with excellent schools and a high quality of life. It features a blend of suburban charm and urban convenience, with a mix of modern and older neighborhoods, numerous parks like Heritage Park, a large community center called The Hawk, and a variety of housing options, and cultural sites like the Holocaust Memorial Center and the historic Farmington Civic Theater. Its location provides easy access to Detroit.