



Health Service Psychology Internship Training Program  
Program Manual 2025-2026

Rev. 10/2024

***Waypoint Wellness Center***

Annapolis, Severna Park, and Linthicum, Maryland

Established 2015

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Waypoint Wellness Center  
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Licensed Psychologist  
Director, Psychology Internship Training

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Waypoint Wellness Center  
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Psychology Internship Training Supervisor

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## **Introduction to Waypoint Wellness Center**

Waypoint Wellness Center is a multi-disciplinary, outpatient behavioral health practice serving ages four and up in Anne Arundel County, Maryland. We have offices in Annapolis, Severna Park, and Linthicum, Maryland, with therapists and prescribers at each location. Our over 40 clinicians include psychiatrists, psychiatric nurse practitioners, psychologists, school psychologists, social workers, and counselors. Our staff is highly skilled and enjoy a great deal of collaboration with interns, as it is important for trainees to be exposed to a range of quality, evidence-based care.

Waypoint was established in 2015 by Drs. Tana Clarke and Allyson Kett. It started with a simple mission to provide consistent and effective evidence-based, multi-disciplinary mental health treatment to our surrounding community. Our goals were to create a positive and supportive physical, social, and professional work environment. We have found that this provides a crucial element of care, for both our clients and clinicians, to make the most of their time together. Waypoint has a strong foundation in the value of increasing access to care for all populations. For this reason, we are committed to providing insurance-based care and have a range of programs to create access in underserved communities.

The community we serve and the populations we access are diverse. Anne Arundel County is a region along the Chesapeake Bay in Maryland that is diverse in landscape, socio-economic range, and has a rich immigrant population that makes for a culturally and racially diverse referral base. With the US Naval Academy, Fort Meade, and Andrew's Air Force Base located close, we also serve a large population of service members, veterans, and their families.

Clinically, Waypoint serves some of the most complex and high need psychiatric cases, due to our multidisciplinary team based approach. Many of Waypoint clinicians are trained in hospital settings, and it is important to us to utilize the collaborative and innovative products of team based care. We receive referrals for the full range of psychiatric concerns, and have clinicians with expertise to treat most issues. We refer out cases involving active substance abuse and active primary eating disorders, but can effectively treat most other concerns. We have strong relationships with local providers and agencies, and do our best to model a collaborative, team-based approach across our community outside of Waypoint.

Training Program Aim: To train, support, prepare, and empower interns to be skilled and adept clinicians in the science and practice of psychology, to be applied in a variety of settings. This aim is accomplished by providing a diverse clinical experience for interns, surrounded with supervision, consultation, and case coordination opportunities with a diverse range of mental health professionals both within and outside of Waypoint.

Vision: Waypoint Wellness Center will transform mental health access to care with the goal of leaving no community underserved. Increasing access to evidence-based, collaborative treatment through innovative delivery models will improve overall community mental health in Maryland.

### Guiding Values

- Dedication to the mental health industry, practice, and community
- Support of mental health colleagues
- Collaboration with all professional colleagues
- If we can't help, find someone who can
- Creativity, challenging of norms, and innovation are necessary to improve care
- Clinician well being is everyone's well being
- Ethical understanding, competence, consistency, and self-reflection as a foundation

- Weekly supervision is a lifetime part of a clinical career
- Provide access to the best possible treatments for all
- Our diversity can be a source of strength and pain, and must be embraced and nurtured

## **Clinical and Community Services**

### Outpatient Services

Outpatient services involve traditional assessment and treatment in an outpatient private practice setting. Interns are provided a private office to conduct individual, family, or couples therapy. Caseloads are established jointly between intern and supervisor to address clinical areas of growth. Interns will have access to prescribers to consult with at each setting, and are encouraged to learn as much as they can from all of their colleagues. Caseloads typically are about 50/50 in-person/virtual, but can be adjusted for clinical preferences and need.

### Psychological and Psychoeducational Testing

Waypoint provides a range of comprehensive psychological and psychoeducational testing. Within this clinic, screening evaluations as well as educational advocacy and coaching to assist with 504 and IEP planning is also provided.

### Group Therapy and Programming

Waypoint runs a variety of skills groups and process groups. Interns are encouraged to co-lead these groups with an experienced clinician, and this is a valuable opportunity for clinicians to develop at their own pace. Below are groups that have run or are currently running at Waypoint.

- Social Empowerment for Neurodivergent Youth
- Executive Functioning Skills Training for Middle Schoolers
- Adolescent Female Process Group
- Support Program for Military Spouses

### School Mental Health Consultation

Waypoint works with several local private elementary, middle, and high schools to provide onsite mental health and learning support, structured to each organization's unique needs. Interns have opportunities to provide more direct care in school settings, or to assist with programmatic implementation if desired. A licensed psychologist from Waypoint will be present onsite with the intern at all times.

- Psychoeducation or training of school staff
- Psychological screening and assessment, outcome monitoring
- Workshops, groups, or psychoeducation of enrolled students and/or their families
- Mental health safety assessment services
- Individual support services provided to students during specified hours
- Consultation for program development, implementation, and/or modification.
- Collection and analysis of behavioral information and related data as necessary to initiate and deliver appropriate services
- Report-writing, including consolidation of observations, recommendations, and/or related information.
- Feedback/delivery of impressions, recommendations, and/or results of testing, observations, and/or program evaluation.

### Community partnership with Charting Careers

Waypoint has treatment teams working within highly underserved communities to provide mental health services and access to care. We partner with a local non-profit agency called Charting Careers, as their community impact teams help to refer and engage the community in

our services. Interns can work in specific roles, such as individual or group therapist, clinical team lead, or community program development and implementation. The Waypoint treatment team works closely with one another throughout this rotation.

### Forensic Services Division

Opportunities to provide court ordered psychological evaluations or parental fitness evaluations are available as training experience. In addition, interns can provide court ordered treatment or reunification therapy. Interns will learn how to confidently navigate legal influences on their care and will become competent at providing excellent clinical care in the challenge context of legal involved cases.

### **Internship Overview**

Our 12-month, 2000 hour psychology internship program is designed to facilitate each individual trainee's formal academic training and clinical experience with a more complete and sophisticated clinical program. Our goal is to provide opportunities for a variety of unique clinical training experiences that will be valuable to the community we serve as a whole.

The training model of our program emphasizes supervised clinical experience based in graduated exposure to advanced clinical applications. Our model aims to utilize our vast array of practitioners from multiple disciplines to facilitate the intern's identified training goals. Each intern will meet with a licensed psychologist two hours per week. Didactic experiences will be provided focusing on advanced clinical skills, ethical challenges, professional consultation and application of psychological principles across disciplines, as well as process and boundary work to address the challenges of a career in mental health.

### **Training Goals and Objectives**

*To develop health service psychologists who are competent and adept at administering and disseminating evidence-based psychological assessment and intervention*

- Interns will demonstrate competence in diagnostic and psychological assessment of individuals with a range of clinical concerns and age
- Interns will obtain proficiency and skill in administering a range of evidence-based psychological interventions
- Interns will demonstrate sensitivity, understanding, awareness, and skill when working with diverse individuals and communities
- Interns will become adept at selecting appropriate modes of treatment and treatment plans to meet the client where they are

*To develop the unique skill sets possessed by psychologists, and to promote health service psychologists working in impactful, effective, and innovative career settings and structures.*

- Assessment of individual cognitive, emotional, social, developmental, adaptive, psychiatric, achievement, motivation, personality, etc.
- Assessment of structures and processes in groups and organizations that promote or impair individual and group mental health
- Gathering, synthesizing, and analyzing information to create novel solutions to client problems
- Ability to communicate to disciplines across educational, medical, scientific, and legal professions to create and lead comprehensive treatment teams
- Adaptable skills for roles in cross-disciplinary settings such as forensic, school, organizational mental health, community clinical programs, and technology and policy
- Ability to access funding structures and approaches, when appropriate, to enhance and expand the delivery of clinical care

*For new health service psychologists to emerge from our training as exceptionally responsible to both themselves and their clients through using boundaries and effective therapeutic relationships.*

- Interns will have the opportunity to experience a variety of professional roles and experiences
- Foundational skills surrounding ethics and standards will be established
- Interns will be encouraged to identify the roles that are restorative and the roles that are challenging, to allow them to structure their career to manage burnout
- Regular opportunities to discuss and develop boundaries and self-care through supervision and consultation
- Intern well being, adjustment, and training and career satisfaction will be discussed and prioritized by supervisors and the Waypoint team

Our goal is to facilitate emerging clinicians and their discovery of their own unique identity and direction in their clinical career, as we believe that the best clinicians function in their ideal role. As an organization, COVID helped us all see how close burnout can be for any of us, and we are more determined than ever to help the next generation of health service psychologists to establish effective clinical habits and healthy personal boundaries to promote long and fulfilling careers.

All training and care delivered at Waypoint is evidence-based and well documented as such. Within that framework, we encourage a diverse range of approaches amongst our clinicians. Our psychologists have specialities in the following areas. Trainees are required to participate in twice weekly lunch group supervisions and monthly group consult/dinners. Trainees can observe and participate in any of the care offered throughout Waypoint, and opportunities are listed below. Interns are encouraged to interact with trainees from other disciplines, including psychiatry, nursing, social work, and counseling and formal opportunities to do so will be offered regularly.

Clinical Modalities	Clinical Conditions
Cognitive Behavioral Therapy	Depression
Dialectical Behavioral Therapy	Anxiety
Interpersonal Therapy	Trauma/PTSD
Acceptance and Commitment Therapy	Bipolar spectrum disorders
Cognitive Processing Therapy	Psychosis
Psychodynamic Therapy	ADHD
Behavioral Parent Training	Learning disorders
Exposure and Response Prevention	Autism spectrum disorder
Psychological and psychoeducational assessment	Obsessive compulsive disorder
Health Psychology	Personality disorders
Family Therapy	Child behavior disorders
Group Therapy	Panic disorders
	Other anxiety disorders

### **Mandatory Rotations**

General outpatient year long clinical rotation (child or adult track)

- Primarily outpatient brief assessment and treatment
- Implementation of evidence-based treatment
- Consultation with internal and external providers, as well as outside agencies including higher level of care, educational institutions, community supports, and legal professionals
- 10-15 hours of individual, family, or couples therapy per week
- Caseload tailored to trainee experience and interests

### **Elective Rotations**

#### Assessment rotation (full year)

- Year long rotation to develop psychological and psychoeducational assessment skills
- Learn to assess full range of psychiatric, cognitive, learning, adaptive, and emotional abilities
- Learn to administer and interpret psychological tests
  - Weschler (WISC-V, WAIS-IV, WMS), Woodcock-Johnson Cognitive and Academic, Feifer Academic Assessments, IVA-2, Rorschach, TAT, Roberts, MMPI-3, ADOS-2
- Learn to write efficient and effective psychological reports
- Regular meetings with clinical team

#### Forensic rotation (full year)

- Court-ordered assessment (parental fitness, psychological, juvenile assessment)
- Court-ordered/court-involved treatment (reunification, rehabilitative)
- Regular meetings with clinical team

#### School mental health rotation (half or full year)

- Weekly, twice monthly, once monthly visits virtually or in-person to Maryland private schools
- Student/staff psycho-education/training
- Individual brief assessment, case management, brief consultative intervention, creation and administration of specialized education accommodations, coordination of multi-disciplinary team
- Implementation of group based interventions including skills groups, support groups, awareness activities, prevention programs
- Regular meetings with clinical team

#### Community mental health rotation (half or full year)

- Individual assessment and treatment of diverse populations with limited resources
- Opportunities to work directly in the community
- Coordination with local agencies including schools, treatment providers, county and state agencies
- Implementation of group based interventions including skills groups, support groups, awareness activities, prevention programs
- Regular meetings with clinical team

### **Supplemental Rotations/Experiences**

Group based intervention

DBT/ACT track

Psychiatric care observation/education

Primary care rotation (pediatric or adult)

Monthly catered group dinners

Quarterly social events

Supplemental supervision with selected Waypoint clinicians

Training library of treatment resources, manuals, educational videos/materials on google drive

## Locations

\*Interns will be assigned to supervisors based on the best match with both office location closeness to intern residence, and expertise of location supervisor. Intern will be based primarily in the office location of their direct supervisor, with a licensed psychologist supervisor in each location. This process will occur during our onboarding.

Annapolis (Location-based supervisor: Dr. Clarke)

7 individual offices (5 windowed) with waiting room and administrative area

ADA compliant

Conference/group room

Testing location

Licensed psychologists: Tana Clarke, PhD

Linthicum (Location-based supervisor: Dr. Linkroum)

5 individual offices (4 windowed) with waiting room and administrative area

ADA compliant

Licensed psychologists: Suzanne Linkroum, PhD

Severna Park (Location-based supervisor: Dr. Kett)

7 individual offices (5 windowed) with waiting room

ADA compliant

Conference/group room

Licensed Psychologists: Allyson Kett, PsyD

## Sample Schedule

*Hours and schedule to be determined jointly between program and trainee*

## WEEKLY CALENDAR: TESTING/SCHOOL

Time	Monday	Tuesday	Wednesday	Thursday	Friday
09.00	Documentation	Individual therapy	Documentation	Individual therapy	Didactic seminar
10.00	Drop-in consult	Individual therapy	Documentation	Round-up	School Psych
11.00	Individual supervision	Individual therapy	School team mtg	Individual supervision	School Psych
Lunch mtg	Lunch	L & L/Specialty Consult	Group supervision	Lunch	Lunch
13.00	Individual therapy	Individual therapy	Testing	Testing	School Psych
14.00	Individual therapy	Individual therapy	Testing	Testing team meeting	School Psych
15.00	Individual therapy	Social dinner	Testing	Testing	School Psych
16.00	Documentation	Social dinner	Testing	Testing	Consult

# WEEKLY CALENDAR: FORENSIC/COMMUNITY/GROUP

Time	Monday	Tuesday	Wednesday	Thursday	Friday
09.00	Documentation	Individual therapy	Documentation	Forensic	Didactic seminar
10.00	Drop-in consult	Individual therapy	Documentation	Round-up	Individual therapy
11.00	Individual supervision	Individual therapy	Com tx team mtg	Individual supervision	Individual therapy
Lunch	Group tx team mtg	L & L/Specialty Consult	Group supervision	Lunch	Lunch
13.00	Group 1	Individual therapy	Community program	Forensic	Individual therapy
14.00	Group 2	Individual therapy	Community program	Forensic team meeting	Individual therapy
15.00	Group follow up	Social dinner	Community program	Forensic	Individual therapy
16.00	Documentation	Social dinner	Community program	Forensic	Consult

	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY
1									VIRTUAL GROUP CONSULT			
2		LUNCH AND LEARN			LUNCH AND LEARN				ROUND UP: CASE CONF		LUNCH AND LEARN	ROUND UP: CASE CONF
3		VIRTUAL GROUP CONSULT			VIRTUAL GROUP CONSULT		LUNCH AND LEARN	LUNCH AND LEARN	DIDACTIC: COLLAS CASE		VIRTUAL GROUP CONSULT	DIDACTIC: CARE COORD
4		ROUND UP: CASE CONF		LUNCH AND LEARN	ROUND UP: CASE CONF		VIRTUAL GROUP CONSULT	VIRTUAL GROUP CONSULT			ROUND UP: CASE CONF	
5	LUNCH AND LEARN	DIDACTIC: DEVELOPMENT		VIRTUAL GROUP CONSULT	DIDACTIC: DID/ANK		ROUND UP: CASE CONF	ROUND UP: CASE CONF		LUNCH AND LEARN	DIDACTIC: FAMILY SX	
6	VIRTUAL GROUP CONSULT			ROUND UP: CASE CONF		LUNCH AND LEARN	DIDACTIC: PSYCHOPHARM	DIDACTIC: PSYCHOPHARM		VIRTUAL GROUP CONSULT		
7	ROUND UP: CASE CONF		LUNCH AND LEARN	DIDACTIC: RISK MANAGE		VIRTUAL GROUP CONSULT			TRAUMA CONSULT GROUP	ROUND UP: CASE CONF		LUNCH AND LEARN
8	DIDACTIC: D/ASSESS		VIRTUAL GROUP CONSULT			ROUND UP: CASE CONF			VIRTUAL GROUP CONSULT	DIDACTIC: DIVERSITY		VIRTUAL GROUP CONSULT
9		10. TRAUMA CONSULT GROUP	ROUND UP: CASE CONF		TRAUMA CONSULT GROUP	DIDACTIC: PSYCHOPHARM			ROUND UP: RESEARCH		TRAUMA CONSULT GROUP	ROUND UP: RESEARCH
10		VIRTUAL GROUP CONSULT	DIDACTIC: BA PRINCIPLES		VIRTUAL GROUP CONSULT		TRAUMA CONSULT GROUP	10. TRAUMA CONSULT GROUP	DIDACTIC: LEGAL INVOLVE		VIRTUAL GROUP CONSULT	DIDACTIC: FY ANALYSIS
11		ROUND UP: RESEARCH		TRAUMA CONSULT GROUP	ROUND UP: RESEARCH		VIRTUAL GROUP CONSULT	VIRTUAL GROUP CONSULT			ROUND UP: RESEARCH	
12	TRAUMA CONSULT GROUP	DIDACTIC: D/ASSESS		VIRTUAL GROUP CONSULT	DIDACTIC: DID/ANK		ROUND UP: RESEARCH	ROUND UP: RESEARCH		TRAUMA CONSULT GROUP	DIDACTIC: FAMILY SX	
13	VIRTUAL GROUP CONSULT			ROUND UP: RESEARCH		COUPLE/FAMILY CONSULT	DIDACTIC: DISORDERED SEAT	DIDACTIC: TRAUMA		VIRTUAL GROUP CONSULT		
14	ROUND UP: RESEARCH		TRAUMA CONSULT GROUP	DIDACTIC: RISK MANAGE		VIRTUAL GROUP CONSULT			COUPLE/FAMILY CONSULT	ROUND UP: RESEARCH		9. TRAUMA CONSULT GROUP
15	DIDACTIC: D/ASSESS		VIRTUAL GROUP CONSULT			ROUND UP: RESEARCH			VIRTUAL GROUP CONSULT	DIDACTIC: RISK		VIRTUAL GROUP CONSULT
16		COUPLE/FAMILY CONSULT	ROUND UP: RESEARCH		COUPLE/FAMILY CONSULT	DIDACTIC: MOOD DX			ROUND UP: TX PLANNING		COUPLE/FAMILY CONSULT	ROUND UP: TX PLANNING
17		VIRTUAL GROUP CONSULT	DIDACTIC: BA MANAGEMENT		VIRTUAL GROUP CONSULT		COUPLE/FAMILY CONSULT	COUPLE/FAMILY CONSULT		DIDACTIC: PROF DEV	VIRTUAL GROUP CONSULT	DIDACTIC: ASSES
18		ROUND UP: TX PLANNING		COUPLE/FAMILY CONSULT	ROUND UP: TX PLANNING		VIRTUAL GROUP CONSULT	VIRTUAL GROUP CONSULT			ROUND UP: TX PLANNING	
19	COUPLE/FAMILY CONSULT	DIDACTIC: BA PRINCIPLES		VIRTUAL GROUP CONSULT	DIDACTIC: DEVELOPMENT		ROUND UP: TX PLANNING	ROUND UP: TX PLANNING		COUPLE/FAMILY CONSULT	DIDACTIC: EMPLOY/CAREER	
20	VIRTUAL GROUP CONSULT			ROUND UP: TX PLANNING		DET/3RD WAVE CONSULT	DIDACTIC: DISORDERED SEAT	DIDACTIC: TRAUMA		VIRTUAL GROUP CONSULT		
21	ROUND UP: TX PLANNING		COUPLE/FAMILY CONSULT	DIDACTIC: RISK MANAGE		VIRTUAL GROUP CONSULT			DET/3RD WAVE CONSULT	ROUND UP: TX PLANNING		COUPLE/FAMILY CONSULT
22	DIDACTIC: DIVERSITY		VIRTUAL GROUP CONSULT			ROUND UP: TX PLANNING			VIRTUAL GROUP CONSULT	DIDACTIC: BOUNDARIES		VIRTUAL GROUP CONSULT
23		DET/3RD WAVE CONSULT	ROUND UP: TX PLANNING		DET/3RD WAVE CONSULT	DIDACTIC: MOOD DX			ROUND UP: ETHICS		DET/3RD WAVE CONSULT	ROUND UP: ETHICS
24		VIRTUAL GROUP CONSULT	DIDACTIC: BA MANAGEMENT		HOLIDAY		DET/3RD WAVE CONSULT	DET/3RD WAVE CONSULT	DIDACTIC: PRACTICE STRAT		VIRTUAL GROUP CONSULT	DIDACTIC: TRANSPARENT
25		ROUND UP: ETHICS		DET/3RD WAVE CONSULT	HOLIDAY		VIRTUAL GROUP CONSULT	VIRTUAL GROUP CONSULT			ROUND UP: ETHICS	
26	DET/3RD WAVE CONSULT	DIDACTIC: BA PRINCIPLES		VIRTUAL GROUP CONSULT			ROUND UP: ETHICS	ROUND UP: ETHICS		DET/3RD WAVE CONSULT	DIDACTIC: EDUCATION	
27	VIRTUAL GROUP CONSULT			ROUND UP: ETHICS		RISK CONSULT	DIDACTIC: SUBSTANCE ABUSE	DIDACTIC: TRAUMA		VIRTUAL GROUP CONSULT		
28	ROUND UP: ETHICS		DET/3RD WAVE CONSULT	DIDACTIC: DIVERSITY		VIRTUAL GROUP CONSULT			RISK CONSULT	ROUND UP: ETHICS		DET/3RD WAVE CONSULT
29	DIDACTIC: DEVELOPMENT		VIRTUAL GROUP CONSULT			ROUND UP: ETHICS			VIRTUAL GROUP CONSULT	DIDACTIC: SELF CARE		VIRTUAL GROUP CONSULT
30			ROUND UP: ETHICS			DIDACTIC: MOOD DX						
31			DIDACTIC: BA MANAGEMENT									



### **Performance expectations**

Interns are expected to develop the following core competencies

- Professional interpersonal behavior
- Seeking consultation/supervision
- Professional responsibility and documentation
- Efficiency and time management
- Knowledge of ethics and law
- Administrative competency
- Patient rapport
- Sensitivity to patient diversity
- Objective awareness of own cultural and ethnic background
- Diagnostic skill
- Psychological test selection and administration
- Psychological test interpretation
- Assessment writing skills
- Feedback regarding assessment
- Patient risk management and confidentiality
- Case conceptualization and treatment goals
- Therapeutic interventions
- Effective use of emotional reactions in therapy
- Group therapy skills and preparation
- Seeking current scientific knowledge
- Consultation assessment
- Consultative guidance
- Supervisory skills

### **Performance Evaluation**

Ongoing feedback in weekly individual and group supervisions and meetings will also occur. Interns will also participate in case presentations for additional sources of feedback.

Trainees will be evaluated twice yearly by both direct supervisors, and any adjunct supervisors on a range of clinical and professional competencies documented in the evaluation. All supervisors will meet prior to mid-year and end-year feedback to discuss intern development in preparation for feedback. Feedback will be strengths-based and collaborative with a continual focus on the trainee's clinical development.

Interns can request additional meetings with supervisors for feedback or training planning at any time. Interns will also complete a self and program assessment at mid and end of year. Intern's psychology programs will receive relevant evaluation materials.

### **Rights:**

1. Access to appropriate supervision and guidance.
2. Opportunities to learn and develop clinical skills.
3. Respectful treatment and protection from discrimination or harassment.
4. Confidentiality of client information.
5. Fair evaluation and feedback on performance.

### **Responsibilities:**

1. Adhering to professional ethics and standards.
2. Maintaining client confidentiality.

3. Engaging in ongoing learning and skill development.
4. Following the policies and procedures of the training site.
5. Seeking and being open to feedback from supervisors and peers.

### **Due process**

If an intern exhibits a pattern of behaviors that impact their clinical care, the supervisor will address it within two weeks from observation in a collaborative, supportive, and productive manner during individual supervision. Interns will be encouraged to address any concerns with regard to their supervision and program feedback within two weeks through direct discussion with a supervisor, or discussion with a different supervisor. The intern and supervisor will work together to make progress on any issues, and if necessary, additional supervisors may become involved. If the intern/program progresses in stated goals within six-eight weeks, and the supervisor/intern agrees, no formal documentation or intervention is required.

### Notice

If informal processes do not lead to the changes necessary within eight weeks for professional, dependable, ethical, and effective clinical care or training, then the training director will meet with all involved parties to document a specific professional concern within 10 business days of the notification. This concern must be linked to specific behaviors that the intern exhibits that impact professional performance. These behaviors must be directly tied to the trainee and program expectations detailed in the training manual and evaluation indices.

### Hearing

A formal development plan will then be identified and documented to remediate and correct any behaviors within 10 business days of the initial meeting. Similarly, if an intern does not feel that a supervisor or program is improving adequately in response to informal discussion, a formal plan for change will be developed within 10 business days after the initial meeting. Specific goals will be established to be objectively evaluated by the team. Goals will be directly tied to trainee and program expectations and evaluations detailed in the training manual. A follow-up meeting will be set within 6-8 weeks to evaluate progress, specifically with regard to the objective goals agreed upon by the team. The team will continue to collaboratively meet until the problem is resolved, and if the team agrees that the process is valuable and remediative for the intern. Resolution will be demonstrated by the team's agreement that objective behavioral goals have been met. Should adequate progress not be achieved within a 6-8 week follow-up window, Waypoint will contact the intern's graduate program to attempt to resolve the any concerns.

### Appeal

Intern has the right to appeal any actions taken by the training director, through contact with the practice owner and COO, Dr. Kett ([drkett@waypointwellnesscenter.com](mailto:drkett@waypointwellnesscenter.com)) and their respective academic training program. Intern can do so with dated, written notice, which Dr. Kett will respond to within five business days. Dr. Kett can facilitate additional communication with the respective Director of Clinical Training. Dr. Linkroum is the compliance officer for Waypoint, and is an additional resource for additional consultation. Should the intern have concerns regarding the Training Director and wish to make a complaint outside of the training program, intern may contact the Maryland Board of Psychology at 4201 Patterson Ave #5, Baltimore, Maryland 21215 or (410)764-4787.

### **Grievance**

Interns are provided the same rights and respect as clinical employees at Waypoint. If they witness any discriminatory behavior on the part of any individual on Waypoint premises, they should report it to the training director as soon as possible, or within ten business days. Interns may file a grievance within Waypoint whenever intern is concerned with the professional

environment, supervision, compensation, training, or staff behavior. Within 10 business days, the training director will meet with the trainee to establish a remediation plan.

Grievances should be reported to the training director. The training program often effectively manages grievance concerns through informal processes that include identification of involved parties, identification of specific concern, and establishing designated times to meet and communicate about the concern. Should the trainee fail to come to a resolution through direct communication with the identified parties after the initial meeting within ten days of notice, the intern will notify training director in writing, and a remediation plan will be established to be reviewed at a subsequent meeting within six to eight weeks.

In the event a grievance is not resolved within a sixo-eight week window, the trainee may file an official, written grievance with the practice owner, Dr. Kett. At this point, Dr. Kett will facilitate communication with the educational program's Director of Clinical Training and a decision will be made within 5 business days to address trainee concerns. Should the intern have concerns regarding the Training Director and wish to make a complaint outside of the training program, intern may contact the Maryland Board of Psychogy at 4201 Patterson Ave #5, Baltimore, Maryland 21215 or (410)764-4787.

### **Application procedure**

Qualifications: Applicants must be advanced students in good standing in APA-accredited graduate programs in clinical, counseling, or school psychology (Ph.D./Psy.D).

- Must be accepted for doctoral candidacy in accredited psychology program prior to internship
- Must have successfully passed comprehensive exams or milestones and all basic coursework
- Applicants must have a letter of endorsement from the Director of Training certifying eligibility for internship
- Must have education, training, and experience in evidence based assessment and treatment

### **Selection Process**

Waypoint Wellness Center is committed to abiding by APPIC policies, and no individuals associated with this institution will solicit, accept, or use any ranking related information from any intern applicant. Waypoint Wellness Center is an equal opportunity employer and adheres to APPICS's nondiscrimination policies.

Applications must be submitted by November 15 consisting of the following:

- Cover letter that addresses applicant's prior experience, goals for internship, and areas for development
- Curriculum Vitae
- Graduate transcripts
- Sample psychological report if available
- 2-3 letters of reference, at least one from a licensed psychologist

Interns will be invited for an interview in December if selected.

All applications and inquiries should be directed to:

Tana Clarke, Ph.D., Internship Training Director  
[drclarke@waypointwellnesscenter.com](mailto:drclarke@waypointwellnesscenter.com)  
 Waypoint Wellness Center  
 166 Defense Hwy, Set, 203  
 Annapolis, MD 21401

## Internship Benefits

Stipend: \$40,000 paid in 26 bi-weekly payments

6 paid holidays

Three weeks PTO

401K match

Professional liability covered through Waypoint

Continuing education credit

Expenses covered for the MD Psychology Associate application/registration

Program Specific Competencies		
<b>Competency:</b>	<i>(i) Research</i>	
<b>Elements associated with this competency from IR C-8 I</b>	<ul style="list-style-type: none"> <li>• Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications).</li> <li>• Disseminate research or other scholarly activities (e.g., case conference, presentation, publications at the local (including the host institution), regional, or national level.</li> </ul>	
<b>Program-defined elements associated with this competency (if applicable)</b>		
<b>Required training/experiential activities to meet each element.</b>	<ul style="list-style-type: none"> <li>• Monthly didactics dedicated to developing intern understanding and utilization of scientific information and processes. Integration into all training, supervision, and didactic processes.</li> <li>• Presentation and peer support for intern independent research activities and progress</li> <li>• Evaluation and analysis of individual, group, and organizational data tracking and outcome monitoring</li> <li>• Presenting/discussing current and emerging clinical research</li> </ul>	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: <ul style="list-style-type: none"> <li>• Competency Assessment Form (CAF)</li> <li>• Goal 5</li> <li>• Mid-year and year-end (additional assessments utilized as needed throughout training)</li> </ul>	Evaluation tool and self-study location: <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Minimum levels of achievement (MLAs)</b> for each outcome measure/evaluation tool listed above.	Mid-year: 3 Year-end: 5	

<b>Competency:</b>	<i>(ii) Ethical and legal standards</i>		
<b>Elements associated with this competency from IR C-8 I</b>	<ul style="list-style-type: none"> <li>• Be knowledgeable of and act in accordance with each of the following: <ul style="list-style-type: none"> <li>○ the current version of the APA Ethical Principles of Psychologists and Code of Conduct;</li> <li>○ Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and</li> <li>○ Relevant professional standards and guidelines.</li> </ul> </li> <li>• Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.</li> <li>• Conduct self in an ethical manner in all professional activities.</li> </ul>		
<b>Program-defined elements associated with this competency (if applicable)</b>			
<b>Required training/experiential activities to meet elements</b>	<ul style="list-style-type: none"> <li>• Weekly supervision with licensed clinical psychologist/compliance officer</li> <li>• Weekly case consultation addressing ethical principles</li> <li>• 2 hours weekly optional drop-in consultation for ethical consults</li> </ul>		
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<table border="1"> <tr> <td>How outcomes are measured: <ul style="list-style-type: none"> <li>• Competency Assessment Form (CAF)</li> <li>• Goal 1</li> <li>• Mid-year and year-end (additional assessments utilized as needed throughout training)</li> </ul> </td> <td>Evaluation tool and self-study location: <ul style="list-style-type: none"> <li>•</li> </ul> </td> </tr> </table>	How outcomes are measured: <ul style="list-style-type: none"> <li>• Competency Assessment Form (CAF)</li> <li>• Goal 1</li> <li>• Mid-year and year-end (additional assessments utilized as needed throughout training)</li> </ul>	Evaluation tool and self-study location: <ul style="list-style-type: none"> <li>•</li> </ul>
How outcomes are measured: <ul style="list-style-type: none"> <li>• Competency Assessment Form (CAF)</li> <li>• Goal 1</li> <li>• Mid-year and year-end (additional assessments utilized as needed throughout training)</li> </ul>	Evaluation tool and self-study location: <ul style="list-style-type: none"> <li>•</li> </ul>		
<b>Minimum levels of achievement (MLAs)</b> for each outcome measure/evaluation tool listed above.	Mid-year: 3 Year-end: 5		

<b>Competency:</b>	<i>(iii) Individual and cultural diversity</i>		
<b>Elements associated with this competency from IR C-8 I</b>	<ul style="list-style-type: none"> <li>• An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.</li> <li>• Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.</li> <li>• The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles.</li> <li>• The ability to apply a framework for working effectively with areas of individual and cultural diversity.</li> <li>• The ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.</li> </ul>		
<b>Program-defined elements associated with this competency (if applicable)</b>			
<b>Required training/experiential activities to meet elements</b>	Didactics regularly scheduled throughout training process focused on the individual developmental process of interns in their personal and contextual understanding of diversity, as well as the clinical implications and applications of the interns cultural awareness and competence.		
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<table border="1"> <tr> <td>How outcomes are measured:           <ul style="list-style-type: none"> <li>• Competency Assessment Form (CAF)</li> <li>• Goal 2</li> <li>• Mid-year and year-end (additional assessments utilized as needed throughout training)</li> </ul> </td> <td>Evaluation tool and self-study location:           <ul style="list-style-type: none"> <li>•</li> </ul> </td> </tr> </table>	How outcomes are measured: <ul style="list-style-type: none"> <li>• Competency Assessment Form (CAF)</li> <li>• Goal 2</li> <li>• Mid-year and year-end (additional assessments utilized as needed throughout training)</li> </ul>	Evaluation tool and self-study location: <ul style="list-style-type: none"> <li>•</li> </ul>
How outcomes are measured: <ul style="list-style-type: none"> <li>• Competency Assessment Form (CAF)</li> <li>• Goal 2</li> <li>• Mid-year and year-end (additional assessments utilized as needed throughout training)</li> </ul>	Evaluation tool and self-study location: <ul style="list-style-type: none"> <li>•</li> </ul>		
<b>Minimum levels of achievement (MLAs)</b> for each outcome measure/evaluation tool listed above.	Mid-year: 3 Year-end: 5		

<b>Competency:</b>	<i>(iv) Professional values, attitudes, and behaviors</i>	
<b>Elements associated with this competency from IR C-8 I</b>	<ul style="list-style-type: none"> <li>• Behave in ways that reflect the values and attitudes of psychology, including cultural humility, integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others</li> <li>• Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.</li> <li>• Actively seek and demonstrate openness and responsiveness to feedback and supervision.</li> <li>• Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.</li> </ul>	
<b>Program-defined elements associated with this competency (if applicable)</b>		
<b>Required training/experiential activities to meet elements</b>	Individual and group supervision, peer consultation, case coordination and consultation, participation in didactics	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: <ul style="list-style-type: none"> <li>• Competency Assessment Form (CAF)</li> <li>• Emphasis on goals 2, 6 and 7</li> <li>• Mid-year and year-end (additional assessments utilized as needed throughout training)</li> </ul>	Evaluation tool and self-study location: <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Minimum levels of achievement (MLAs)</b> for each outcome measure/evaluation tool listed above.	Mid-year: 3 Year-end: 5	

<b>Competency:</b>	<i>(v) Communications and interpersonal skills</i>	
<b>Elements associated with this competency from IR C-8 I</b>	<ul style="list-style-type: none"> <li>• Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.</li> <li>• Demonstrate a thorough grasp of professional language and concepts; produce, comprehend and engage in communications that are informative and well-integrated.</li> <li>• Demonstrate effective interpersonal skills and the ability to manage difficult communication well.</li> </ul>	
<b>Program-defined elements associated with this competency (if applicable)</b>		
<b>Required training/experiential activities to meet elements</b>	Training/didactics in professional and multidisciplinary case coordination and management. Developmental efforts focused on preparing intern for working in multidisciplinary teams in a variety of settings. Regular access to psychologists, as well as psychiatrists, psychiatric nurse practitioners, social workers, and licensed counselors will facilitate a comprehensive contextual understanding of the mental health landscape.	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: <ul style="list-style-type: none"> <li>• Competency Assessment Form (CAF)</li> <li>• Emphasis on goals 6, 1, and 2</li> <li>• Mid-year and year-end (additional assessments utilized as needed throughout training)</li> </ul>	Evaluation tool and self-study location: <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Minimum levels of achievement (MLAs)</b> for each outcome measure/evaluation tool listed above.	Mid-year: 3 Year-end: 5	



<b>Competency:</b>	<i>(vi) Assessment</i>	
<b>Elements associated with this competency from IR C-8 I</b>	<ul style="list-style-type: none"> <li>• Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.</li> <li>• Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).</li> <li>• Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.</li> <li>• Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.</li> <li>• Interpret 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.</li> <li>• Communicate the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.</li> </ul>	
<b>Program-defined elements associated with this competency (if applicable)</b>		
<b>Required training/experiential activities to meet elements</b>	<p>Weekly individual supervision targeting intern development in psychological assessment</p> <p>Intern will complete 1-6 psychological assessments depending on individual training goals and experience</p> <p>Intern will learn to incorporate psychological assessment principles into all clinical activities</p>	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>• Competency Assessment Form (CAF)</li> <li>• Goal 3</li> <li>• Mid-year and year-end (additional assessments utilized as needed throughout training)</li> </ul>	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> <li>•</li> </ul>

<b>Minimum levels of achievement (MLAs) for each outcome measure/eval tool listed above.</b>	Mid-year: 3 Year-end: 5	
<b>Competency:</b>	<i>(vii) Intervention</i>	
<b>Elements associated with this competency from IR C-8 I</b>	<ul style="list-style-type: none"> <li>• Establish and maintain effective relationships with the recipients of psychological services.</li> <li>• Develop evidence-based intervention plans specific to the service delivery goals.</li> <li>• Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.</li> <li>• Demonstrate the ability to apply the relevant research literature to clinical decision making.</li> <li>• Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.</li> <li>• Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.</li> </ul>	
<b>Program-defined elements associated with this competency (if applicable)</b>		
<b>Required training/experiential activities to meet elements</b>	Intern will spend approximately 50% of their direct clinical service hours on clinical intervention of individuals, families, or groups. Individual and group supervision will serve to provide live developmental training opportunities. Didactics will be targeted toward clinical experiences the interns will be engaged in	
<b>How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.</b>	How outcomes are measured: <ul style="list-style-type: none"> <li>• Competency Assessment Form (CAF)</li> <li>• Goal 4</li> <li>• Mid-year and year-end (additional assessments utilized as needed throughout training)</li> </ul>	Evaluation tool and self-study location: <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</b>	Mid-year: 3 Year-end: 5	

<b>Competency:</b>	<i>(viii) Supervision</i>		
<b>Elements associated with this competency from IR C-8 I</b>	<ul style="list-style-type: none"> <li>• Apply supervision knowledge in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.</li> <li>• Apply the supervisory skill of observing in direct or simulated practice.</li> <li>• Apply the supervisory skill of evaluating in direct or simulated practice.</li> <li>• Apply the supervisory skills of giving guidance and feedback in direct or simulated practice.</li> </ul>		
<b>Program-defined elements associated with this competency (if applicable)</b>			
<b>Required training/experiential activities to meet elements</b>	Two hours of individual supervision weekly targeting the development of psychological competencies of individual interns, as well as two hours of group supervision/consultation with licensed mental health professionals.		
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<table border="1"> <tr> <td>How outcomes are measured:           <ul style="list-style-type: none"> <li>• Competency Assessment Form (CAF)</li> <li>• Goal 7</li> <li>• Mid-year and year-end (additional assessments utilized as needed throughout training)</li> </ul> </td> <td>Evaluation tool and self-study location:           <ul style="list-style-type: none"> <li>•</li> </ul> </td> </tr> </table>	How outcomes are measured: <ul style="list-style-type: none"> <li>• Competency Assessment Form (CAF)</li> <li>• Goal 7</li> <li>• Mid-year and year-end (additional assessments utilized as needed throughout training)</li> </ul>	Evaluation tool and self-study location: <ul style="list-style-type: none"> <li>•</li> </ul>
How outcomes are measured: <ul style="list-style-type: none"> <li>• Competency Assessment Form (CAF)</li> <li>• Goal 7</li> <li>• Mid-year and year-end (additional assessments utilized as needed throughout training)</li> </ul>	Evaluation tool and self-study location: <ul style="list-style-type: none"> <li>•</li> </ul>		
<b>Minimum levels of achievement (MLAs)</b> for each outcome measure/evaluation tool listed above.	Mid-year: 3 Year-end: 5		

<b>Competency:</b>	<i>(ix) Consultation and interprofessional/interdisciplinary skills</i>	
<b>Elements associated with this competency from IR C-8 I</b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and respect for the roles and perspectives of other professions.</li> <li>• Apply the knowledge of consultation models and practices in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.</li> </ul>	
<b>Program-defined elements associated with this competency (if applicable)</b>		
<b>Required training/experiential activities to meet elements</b>	Multidisciplinary consultation and observation opportunities available within organization in the form of weekly lunch/consultation groups, monthly dinners, and weekly learning/didactics that include psychologists, psychiatrists, psychiatric nurse practitioners, social workers, and counselors within our organization. Frequent consultation and communication with outside agencies (schools, social services, community organizations, and legal professionals) are built into developmental training.	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: <ul style="list-style-type: none"> <li>• Competency Assessment Form (CAF)</li> <li>• Goal 6</li> <li>• Mid-year and year-end (additional assessments utilized as needed throughout training)</li> </ul>	Evaluation tool and self-study location: <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Minimum levels of achievement (MLAs)</b> for each outcome measure/evaluation tool listed above.	Mid-year: 3 Year-end: 5	