



# Dartmouth- Hitchcock Psychology Internship Handbook

Training Year  
2021-2022

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**Orientation Schedule**

June 28, 2021  
8:00am-12:00pm

- I. Introductions, Welcome by Robert Brady, Training Director
- II. Internship overview
  - A. Handbook Structure
  - B. Dartmouth-Hitchcock and Department Organization
  - C. Professional Code of Conduct – DHMC
  - D. Due Process
  - E. Grievance Policy
  - F. Supervisor Assignments
  - G. Training Plans
  - H. Seminars
- \*\* 15 minute Break
- III. Nuts and Bolts
  - A. Tracking Hours (direct service, supervision, seminars)
  - B. Vacation/Sick/Professional Leave (review form)
  - C. Benefits
  - D. Mental Health Referrals
  - E. Site Orientations

Other site orientations will be completed in the first two weeks of training year.

## Internship Setting

### Life in the Upper Valley

Lebanon, New Hampshire is situated in the Connecticut Valley region along the border of New Hampshire and Vermont. It is a quintessential New England town, characterized by a small town feel, but with all of the amenities that you would expect from a city that is home to the largest medical center in the state. The population estimate of Lebanon is 13,500, with a daytime population of approximately 30,000 people. Lebanon is the largest city in Grafton County, which combines with neighboring Orange and Windsor Counties to form the Lebanon Micropolitan Statistical Area, with an estimated area population of 218,000. Founded in 1761, Lebanon has a rich history and serves as a cultural hub for residents living in the surrounding cities along the Connecticut River, affectionately known as the Upper Valley.



As home to Dartmouth-Hitchcock Medical Center, the Norris Cotton Cancer Center, and many high tech, well-known companies, Lebanon's business community is dynamic and diverse. Lebanon offers an extremely active and accessible recreation program that stretches from preschool aged children to senior citizens. Lebanon has the distinction of being classified as one of the "*100 Best Small Towns in America*." In fact, Lebanon was ranked number three of the 100 small towns contained in the book. Lebanon is a full service community and serves as the central service center for the Upper Valley. Lebanon is characterized by ridgelines, surrounding the bottomlands of the Mascoma and Connecticut Rivers, which are accented by a number of prominences giving Lebanon's terrain a strong, undulating form. The Mascoma River serves a dual role of linking the eastern and western ends of the City and of partitioning the north from the south. The City is approximately 60 miles from Concord, the state capital; 120 miles from Boston; and 120 miles from Burlington, Vermont. The climate consists predominantly of mild, sunny summers and cold, snowy winters, perfect for afternoon hikes and outings in the summer, and exciting ski and snowshoe adventures in the winter.

Dartmouth College is located in the neighboring town of Hanover, NH, which is a 15 minute drive from the heart of Lebanon. Geisel School of Medicine is the medical school of Dartmouth College and is housed on the Dartmouth College campus. Geisel School of Medicine was founded in 1797 and is one of the nation's oldest medical schools. It is one of seven Ivy League medical schools and is consistently ranked as among the best medical school in the United States. Geisel School of Medicine is home to approximately 700 students, including those from medical and other graduate programs. Medical residents and students obtain their basic medical education and training on the Dartmouth College campus, as well as at clinical sites located within



Dartmouth-Hitchcock Medical Center, White River Junction Veterans Administration Medical Center, California Pacific Medical Center, and Indian Health Service medical centers.

A full listing of community and area resources and attractions is included in Appendix D at the conclusion of this handbook.

## Training Sites

### Dartmouth-Hitchcock Medical Center (DHMC)

DHMC is located in Lebanon, New Hampshire. DHMC is the regional academic medical center where faculty and trainees of Geisel School of Medicine at Dartmouth provide direct care to patients from throughout New England.



The Department of Psychiatry at DHMC maintains an outpatient practice in child and adult services and manages the hospital's psychiatric inpatient and partial hospitalization units. Psychiatric emergency services are provided to the hospital's emergency department. The Department of Psychiatry also runs the neuropsychology service. Approximately 10,000 patients per year receive some type of service from one of the Department's units at the Medical Center. Approximately 4,000 adults and 1,300 children receive outpatient medication management and psychotherapy per year. Approximately 650 patients are seen per year within the Department's Neuropsychology service. All interns in the Dartmouth-Hitchcock Psychology Internship Program spend a significant amount of the training year in the outpatient clinics of the Department of Psychiatry. Additionally, interns may complete services through other clinics of DHMC where psychologists play an integral role in multidisciplinary teams.

Parking at DHMC: Interns park in Lot 9 and use the hospital shuttle at no cost to reach the main facility.

### Hanover Psychiatry

Hanover Psychiatry, located in Hanover, NH, is a community-based psychiatric and psychological practice offering evidence-based treatment and evaluation, and is a division of the Department of Psychiatry. The practice frequently provides services to Dartmouth College students and faculty, as well as members of the surrounding communities. All clinicians practicing and supervising at Hanover Psychiatry are faculty of the Department of Psychiatry at Geisel School of Medicine at Dartmouth. This has produced a team of highly skilled professionals who remain abreast of best practices in mental health services. In addition to offering clinical services, Hanover Psychiatry staff clinicians are also involved in research projects, teaching and supervising junior faculty, residents, and interns. Treatment approaches utilized at Hanover Psychiatry include cognitive-behavioral therapy (CBT), dialectical behavior therapy (DBT), exposure and response prevention (ERP), biofeedback, mindfulness-based interventions, family-based treatment (Maudsley Approach), trauma-focused cognitive-behavioral therapy (TF-CBT), relapse prevention, parenting skills building, and psychopharmacology. One Adult Track and Child Track intern spends approximately two days per week at Hanover Psychiatry. Hanover Psychiatry operates on a self-pay model of service, such that patients pay out-of-pocket for their services, and then request reimbursement from

their insurer. This process allows for a more flexible scheduling and service delivery model for the patients utilizing these services.

### New Hampshire Hospital (NHH)

Located in Concord, NH the New Hampshire State Hospital (NHH) was established in 1842. NHH is the State psychiatric facility providing acute stay services, neuropsychiatry services, and transitional housing services to children, youth, adult, and geriatric populations. Numerous inpatient units and facilities are located on this 120 acre campus. On their NHH rotation, interns are able to care for patients in the inpatient setting, where the majority of patients have been committed on an involuntary basis, and typically represent the most acutely ill patients in the state.



Services are designed to address the acute symptoms of patients who are hospitalized for a brief length of stay. These services are an integral part of the treatment program at NHH and may include treatment interventions, psychological testing, suicide risk intervention, consultations with attending psychiatrists and treatment teams, and the development of individualized patient behavior plans. NHH works closely with the community mental health programs across New Hampshire to optimize the continuity of care for psychiatric patients. NHH treats approximately 2,000 admissions annually. The hospital has bed capacity for 160 adults and 20 children for a total daily capacity of 180 patients. The Dartmouth-Hitchcock Psychology Internship Program intern who is in the Neuropsychology Track position conducts neuropsychological assessment for inpatients of NHH.

### Mountain Valley Treatment Center

[Mountain Valley Treatment Center](#) is a not for profit, short-term (60-90 days), residential program for adolescents (ages 13-20) suffering from debilitating anxiety, OCD and depression. Residents also often present with difficulties related to disordered eating (ARFID, orthorexia), body dysmorphic disorder, and body-focused repetitive behavior disorders. Interns will work with the Mountain Valley clinical and residential teams to co-lead CBT/ERP groups, participate in multidisciplinary team meetings, attend admissions committee meetings, and receive weekly supervision with the Clinical Director. Mountain Valley incorporates ACT in the treatment of anxiety and OCD, provides ongoing training for staff clinicians and residential team, and has a presence at various national conferences including ADAA, ABCT, and IOCDF.

## **Overview of Internship Organization and Governance**

This internship program is sponsored by Dartmouth-Hitchcock Medical Center and is housed within the Department of Psychiatry. Dr. Robert Brady is the Training Director of the internship program. Dr. James Craig is the Associate Director of the internship program. Dr. Will Torrey is the Interim Chair of the Department of Psychiatry. Dr. Julie Frew is the Vice Chairman of Education within the Department and is the Chair of the Psychiatry Education Committee, which oversees all educational training experiences within the Department's functions. Dr. Kay Jankowski is the Director of Psychological Services. Dr. Brady is the Director of Psychology Post-doctoral Training and Dr. Robert Roth is the Director of Neuropsychology Post-doctoral Training.

Each intern is assigned a Professional Development Supervisor based on fit between the intern's career goals and supervisor's career trajectory. The Professional Development Supervisor is responsible for guiding the intern throughout the training year and ensuring a consistent fit between training activities and career goals. This includes consultation regarding management of day-to-day activities and case assignment. Most importantly, the Professional Development Supervisors serve as professional mentors and advocates for the interns.

Didactic learning experiences are a critical component of a thorough training experience. A didactic is a seminar-style lecture, often structured with a guiding theme. All didactics will feature a formal presentation provided by a faculty member with expertise in the topic that they present. These are most often held in-person and on-site, though special opportunities for distance learning may also occur. The goal of the didactic training component is to expose the intern to special topics in psychology in order to broaden their knowledge base, or to further their knowledge in a specific domain. Our didactics are structured according to the training competencies stipulated by the American Psychological Association, and are consistent with the strengths of the Department of Psychiatry at Dartmouth-Hitchcock Medical Center, and its combined educational mission with Geisel School of Medicine. These include an emphasis on clinical research and practice, and professional development. Accordingly, all interns attend three common seminars/didactics: Psychiatry Grand Rounds, Research Seminar, and Professional Development Seminar. Interns in the Adult and Child Tracks attend the Clinical Practice Didactic and the Neuropsychology Track interns attend the Neuropsychology Didactic. Both of these occur on Fridays 8:30-10:00am. The schedules for these seminars can be found in the Appendices to this handbook.

The Training Director is responsible for the development and steering of the program, as well as resolution of any administrative problems (i.e., at the departmental level). The Training Director also resolves any problems that may arise between an intern and their Professional Development Supervisor, and acts as an advocate for the interns' training and career development needs. The interns meet as a group with the Training Director monthly for an informal discussion of progress in the internship year, and to resolve any issues that have arisen for the intern or program. Of course, interns are strongly encouraged to bring any issues to the attention of the Training Director, Professional Development Supervisor, or any clinical supervisor at any time in the year.



Interns are employed as staff at Dartmouth-Hitchcock Medical Center, and receive the standard benefits package for Health Professionals staff. This provides the intern with health insurance benefits and vacation, just as would be provided to all regular hospital staff. You can receive your medical care through the Live Well Work Well program, or through a covered provider of your choosing. Please note that your insurance benefits do not begin until your *30<sup>th</sup> day of employment*. You may elect to extend your own insurance through your graduate school. You will also have access to Dartmouth College libraries through your Dartmouth-Hitchcock computer access accounts.

#### Other Benefits:

Dental insurance is provided by Northeast Delta Dental. There are two levels, basic and enhanced. Coverage begins on the first day of your agreement. The 2021 benefits program for short-term disability (STD) long-term disability (LTD) insurance coverage has not been released to date.

Professional liability coverage is provided to all residents and fellows by the Hamden Assurance Risk Retention Group, Inc. Primary limits are \$1 million each claim and \$3 million aggregate. Residents and fellows are covered by the Dartmouth-Hitchcock Professional Liability Policy only when practicing within the scope of their Mary Hitchcock Memorial Hospital employment.

Each intern is provided \$300 per training year to be used for items of an educational nature such as textbooks, clinical trainings, or other materials necessary for completion of clinical service activities. You may submit receipts for approved educational expenses and request reimbursement through your Training Director. Funds are available 30 days after the start of the training year, which is July 1. These funds do not roll over from year to year. The department also sponsors a Travel Award for conference presentations. This is a benefit available to interns and other trainees presenting research as symposia or posters. The application for this award is included in the Appendix. Do note that you must apply for a conference sponsored travel award before seeking the department Travel Award. Additional funds may be available based on department specific educational resources; for more information, please contact the Training Director.

## SUPERVISION ASSIGNMENTS

2021-2022

### Intern

### Professional Development

### Clinical Supervisors

#### Adult Track

Ben Swerdlow

Lauren Sippel, Ph.D./Keri  
Height, Psy.D.

Dana Pilchik, Psy.D.  
Lauren Szkodny, Ph.D.  
Sarah Craig, Ph.D.  
Chris Spofford, Ph.D.

Natalie Tunnell

Jessiy Salwen-Deremer, Ph.D.

Sivan Rotenberg, Ph.D.  
Jessiy Salwen-Deremer, Ph.D.  
Sarah Roane, Ph.D.  
Lauren Szkodny, Ph.D.

#### Child Track

Lauren Vazquez

Kay Jankowski, Ph.D.

James Craig, Ph.D.  
Tim DiGiacomo, Psy.D.  
Ellen Sejkora, Ph.D.  
Carrie Shackett, Ph.D.

#### Neuropsychology Track

Hannah Darwazah

Robert Roth, Ph.D.

Grant Moncreif, Psy.D.  
Robert Roth, Ph.D.  
Evan Bick, Psy.D.  
Felicia DiPietro, Psy.D. (Jan-June)  
Heather Wishart, Ph.D.

Murphy Harrell

Robert Roth, Ph.D.

Grant Moncreif, Psy.D.  
Robert Roth, Ph.D.  
Evan Bick, Psy.D.  
Felicia DiPietro, Psy.D. (July-Dec)  
Heather Wishart, Ph.D.

## **Didactics**

Didactic learning experiences are a critical component of a thorough training experience. A didactic is a seminar-style lecture, often structured with a guiding theme. All didactics will feature a formal presentation provided by a faculty member with expertise in the topic that they present. These are most often held in-person and on-site, though special opportunities for distance learning may also occur. Each didactic seminar is facilitated by a faculty member. The goal of the didactic training component is to expose the intern to special topics in psychology in order to broaden their knowledge base, or to further their knowledge in a specific domain. Our didactics are structured according to the training competencies stipulated by the American Psychological Association, and are consistent with the strengths of the Department of Psychiatry at Dartmouth-Hitchcock Medical Center, including clinical interventions, clinical research, and professional development. Interns attend the following seminars:

### **Clinical Practice Didactic (Adult and Child Track)**

The Clinical Practice Didactic features nationally and internationally recognized experts in a variety of clinical domains and areas of practice, including many from the Outpatient Psychiatry Clinic, National Center for PTSD, Hanover Psychiatry, the Dartmouth Trauma Interventions Research Center, and medical and mental health specialties at DHMC. The series typically includes presentations providing an overview of theories of psychopathology and its disorders, case formulation and clinical practice methods, and continues with topics relevant to specific treatment approaches, including cognitive behavioral therapies (exposure-based interventions, cognitive therapy, acceptance and commitment therapy), mindfulness- and acceptance-based interventions, and pharmacotherapies. These provide a nuanced application to specific clinical populations and problems. Post-doctoral fellows and interns are also required to present one presentation at the close of the academic year on a topic of their choosing, in consultation with the seminar facilitator. Flexibility is included in the schedule to allow for addition of topics that interns request at the beginning of the year. The Clinical Practice Didactic is held on Fridays from 8:30-10am.

Facilitator: James Craig, Ph.D.

### **Research Lecture Series**

The Research Lecture Series is a nine week series that introduces new psychology interns and psychiatry residents (PGY2) to research that is being conducted in the Department of Psychiatry. This is intended to function as an informal seminar where you have the opportunity to speak with the core research faculty about the work they do, and to gain an understanding of the research process in an academic medical setting. Presenters will describe their ongoing research programs, as well as the paths they took to reach their objectives and build their research careers. Presenters are all grant-funded researchers with a primary or secondary research role in the Department. Interns are encouraged to follow-up with presenters whose research interests align with their own. The Research Lecture Series is held on Tuesday mornings from 8-9am and runs from July to September.

Facilitator: Robert Brady, Ph.D. & Wilder Doucette, M.D., Ph.D.

### **Professional Development Seminar**

This seminar is designed to provide a forum to discuss issues relevant to the practice of psychology. Issues pertaining to career development, job search and experience, and other matters of relevance to development as an independent clinician and/or scientists are addressed. Interns attend this seminar with the Clinical Psychology and Neuropsychology post-doctoral fellows, as well as faculty members from the psychology services. This seminar takes place on the first Friday of each month from 10-11am. All meetings take place in the Weiss conference room at DHMC room unless otherwise stated.

Facilitator: Robert Roth, Ph.D. and James Craig, Ph.D.

### **Neuropsychology Seminar (Neuropsychology Track only)**

The weekly neuropsychology seminar is designed to further the Neuropsychology trainees' empirical knowledge base in human clinical neuroscience, build clinical skills, and facilitate progress towards board certification in clinical neuropsychology. This is accomplished via 1) trainee, fellow and guest speaker presentations related to neuropsychological, neuroimaging and other aspects of disorders seen for neuropsychological evaluations (e.g., epilepsy, TBI, dementia); 2) discussion of clinical issues and practices pertinent to functioning as a neuropsychologist; 3) neuropsychology case presentations and group supervision; and 4) exposure to and experience with ABPP neuropsychology case fact finding. Each trainee is expected to present at least once on a topic of interest, in consultation with a faculty member, as well as serving in turn as examinee and examiner for at minimum one fact finding case during the year. The neuropsychology seminar is held on Friday mornings from 8:30-10am and runs the full year.

Facilitator: Robert Roth, Ph.D.

### **Other Didactic/Observational Experiences**

All interns attend the Grand Rounds hosted by the Department of Psychiatry. Grand Rounds are held from 8:00-9:00am on Tuesdays beginning in mid-September (September 13<sup>th</sup>) and run until mid-June. Location is announced one month in advance, and is always held at DHMC. Neuropsychology interns also attend the Epilepsy Case Conference on Fridays from 3:00-4:30pm in the Radiology conference room at DHMC, and the Neurology Grand Rounds held on Fridays. Additional Grand Rounds offerings can be found at [http://med.dartmouth-hitchcock.org/education/grand\\_rounds.html](http://med.dartmouth-hitchcock.org/education/grand_rounds.html). Adult and Child Interns attend a monthly psychotherapy case conference and psychology journal club, as well as a weekly Hanover Psychiatry team meeting. Child Interns attend Child and Adolescent Psychiatry Fellowship Didactics when these meet the intern's training needs. Additional didactic training events are routinely added during the year when opportunities arise that would clearly add to the interns' training.

## **Supervision & Evaluation**

Supervision is a central component of the internship training experience. All interns receive four hours of individual supervision per week. Supervision methods include face-to-face supervision with and without video recordings of clinical service delivery, as well as live observation. Specifically, interns in the Neuropsychology Track will have a supervisor in the room for patient interviews and feedback sessions for the first two months of each rotation, and as needed for the remainder of the rotation. Test administration will be observed quarterly. Interns in the Adult and Child Tracks will use video recordings or live observation as a tool during supervision, such that each supervisor will observe directly or review two video recordings per evaluation period.

Evaluations are conducted at three points in the year (October, February, and June). Each evaluation is reviewed by the individual supervisor and intern in a collaborative manner. The evaluation period is not intended to be punitive, but rather, functions as an opportunity for the intern and supervisor to review areas of relative strength and weakness. This is then used to refine the goals and areas of emphasis for the supervisory process. The evaluations cover nine areas of professional competence, and uses quantitative and qualitative ratings. The completed evaluations are reviewed by the Professional Development Supervisor and Training Director, at which time they are finalized. The internship program emphasizes a “no surprises” policy, such that interns receive routine and ongoing feedback about performance throughout the year. In turn, the training faculty expects that interns provide information about satisfaction with training, so that any problems can be addressed in a timely fashion. An electronic copy of the evaluation form is included in Appendix A.

Within the first two weeks of the internship, the intern will complete a Training Plan, in which they will define their Clinical, Research, and Career goals for the internship training year. The Training Director and Professional Development Supervisor will meet with the intern to review the Training Plan before it is finalized. This document will serve as the outline for the intern’s training year. Unless otherwise indicated, the Training Director does not have direct supervisory oversight of the interns during the training year; however, he is available for consultation as needed. Additionally, the Training Director works with the interns and their professional development supervisors to ensure timely application for fellowships or other future academic efforts during the year, and to facilitate modifications in an intern’s training plan or training methods if needed. The Training Director also meets monthly with all interns as a group to discuss progress during the training year, and to address any programmatic problems.

## **Procedure for Recording Services**

Please notify our departmental Medical Records Office at 5D that you will be recording any service delivery. She will need your computer number to download and install encrypted software that reads and operates the recordings on your computer.

In the Medical Records office filing cabinet, there is a drawer marked recordings and in that drawer you will find copies of the Informed Consent for Trainee Clinician and Permission for

Taping along with a recording sheet. We currently have three recorders that are always ready for use.

The recording sheets will need to be completed and returned with the recorder to Deb and she will download the recording and email the recording to you and your attending/supervising psychologist. Also, please return the Permission for Taping Consent which will be scanned into the patient's eD-H record.

### **Internship Hours**

**The intern is responsible for tracking all hours during which they are providing services or participating in academic activities directly related to their internship training.** The internship program uses a simple Excel file to record these hours on a monthly basis. Please send completed forms to Dr. Craig at least monthly. The target number of clinical contact hours is 750 for the year, for an average of 15 hours per week (note that this is an average and may increase or decrease during the year).

### **Sample Schedules**

#### **Neuropsychology Track Sample Schedule:**

<b>July-Dec</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Darwazah	NHH – NP (Moncrief)	DH-Didactics/ Research	NHH – NP (Moncrief)	DHMC – Clinical (Bick)	DHMC-Didactics
Harrell	DHMC – Clinical (DiPietro/Bick)	DH-Didactics/ Research	DHMC – Clinical (DiPietro/Bick)	DHMC-NP (Roth)	DHMC-Didactics
<b>Jan-June</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Harrell	NHH – NP (Moncrief)	DH-Didactics/ Research	NHH – NP (Moncrief)	DHMC – Clinical (Bick)	DHMC-Didactics
Darwazah	DHMC – Clinical (DiPietro/Bick)	DH-Didactics/ Research	DHMC – Clinical (DiPietro/Bick)	DHMC-NP (Roth)	DHMC-Didactics

<u>DHMC</u> <u>NP</u>	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Supervision (Bick)	GR/Seminar	Supervision (DiPietro)	DH-NP	Didactics (Neuropsych Didactic (8:30-10))
9:00	Documentation Block	Brief Eval/CoA/HD	Documentation Block		
10:00	Bridge		Bridge		
11:00					
12:00	Lunch	Lunch	Lunch		Lunch
1:00	Crisis Service	Research	Crisis Service		Writing
2:00					
3:00					Epilepsy Surg
4:00					Writing

<u>NHH NP</u>	Monday	Tuesday	Wednesday	Thursday	Friday	
8:00	NHH-NP	GR/Seminar	NHH-NP	DHMC- Outpatients	Didactics (Neuropsych Didactic (8:30-10))	
9:00		Brief Eval/CoA/HD				Brain Imaging
10:00						
11:00						
12:00		Lunch			Lunch	
1:00		Research			Writing	
2:00						
3:00						Epilepsy Surg
4:00						Writing

### Adult Track Sample Schedule:

<u>Tunnell</u>	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	5D	GR/Seminar	5D	CBT Course	Didactic
9:00		5D		Research	
10:00					
11:00					Supervision-Salwen-Deremer
12:00	Psych Services Meeting	Lunch	Lunch	Lunch	Lunch
1:00	5D	NCCC	NCCC	5D	GI (Jessiy)
2:00					
3:00					
4:00	5D/Anxiety Group		Oncology Team (2nd & 4th)		

<u>Swerdlow</u>	Monday	Tuesday	Wednesday	Thursday	Friday	
8:00	Spine & Pain	GR/Seminar	HP	HP	Didactic	
9:00		5D				Research
10:00						
11:00						
12:00	Psych Services Meeting	Lunch	Lunch	HP Staff Meeting	Lunch	
1:00	Spine & Pain	5D	HP	HP	Research	
2:00						
3:00						



4:00					
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### Child Track Sample Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	5D	GR/Seminar	Research	HP	Didactic
9:00					
10:00					
11:00	Supervision	MVTC			Supervision
12:00	Lunch		Lunch	HP Staff Mtg	Lunch
1:00	5D				
2:00	Triage Staffing				
3:00	5D				
4:00					
			CHaD-Integrated	HP	CHaD-Recurring Therapy

### Research

The internship training year is intended to be the capstone clinical training experience for training as a psychologist; however, research is a critical component of the work of psychologists. As such, the Dartmouth-Hitchcock Psychology Internship Program strongly encourages and supports an intern's goal of engaging in research activities throughout the year. During the first two months of the internship year, all interns attend the Research Seminar, which provides an opportunity to learn about ongoing research projects within the department. The Training Director will readily meet with any intern to develop a relationship with those researchers presenting during the seminar, or others working within the department on topics relevant to the interns' own research career goals. From there, the intern's schedule can be modified to designate time to meet with and collaborate with the researcher on an ongoing project, or begin development of a new project. All interns have the option of receiving up to four hours of protected research time. This time is intended for use to produce a new research product in the form of a published manuscript, symposium, or poster presentation over the

course of the year. Interns are not required to use this time for research and may select additional clinical or other training and educational opportunities. The stipulation for involvement in research is that the intern has already defended their dissertation prior to initiation of any new research activities through the internship program.

### **Research Rotation**

For those interns planning to pursue a research career, we offer an optional yearlong research training rotation. This rotation is available on the basis on a match between an externally-funded senior research faculty and an incoming intern. The research rotation provides for up to one day of research and protected time during which the intern will receive mentored research training. Interns participating in this rotation attend a weekly mentoring meeting, lab meeting, and other didactic and experiential activities as indicated by their research mentor. The intern and mentor identify a planned project for the year that corresponds to the mentor's research and current funded studies. They participate as active members of the research team. The expected outcome of the research rotation is one or more tangible research products including but not limited to a manuscript for publication, national conference poster or symposium, grant proposal, or other. The intern's performance in their research rotation is included in the overall evaluation of the intern's performance in the program. Interested interns and applicants should contact the Training Director to inquire about the available faculty mentors for their training year.

## **Intern Grievance Policy**

The purpose of this policy is to encourage interns to communicate with the Dartmouth-Hitchcock Psychology Internship Program faculty and staff about difficulties encountered during the training year. This policy also outlines possible responses to intern concerns.

It is the Dartmouth-Hitchcock Psychology Internship Program's intent to provide quality training to its interns. If an intern is dissatisfied with some aspect of training, the intern is encouraged to communicate that concern to faculty or staff of the program in order to identify possible options for improvement. Feedback is sought on each seminar; feedback on supervisor functioning is sought at the end of the training year during a formal evaluation period. However, there may be times when interns want or need to communicate concerns more promptly.

### **Types of Complaints**

The most common intern concerns are minor, and they tend to involve operational or personnel issues. An example of a minor operational concern might be an intern encountering difficulties learning the medical records software at his/her site. An example of a minor personnel concern might be encountering difficulties finding a mutually acceptable time to meet with a supervisor. In instances such as these, the program often is able to intervene in ways that resolve the concern quickly and effectively. There may be times when more serious concerns arise, and interns are strongly encouraged to bring those concerns to the program's attention.

### **Program Response**

The intensity and scope of the program's response to the intern's complaint will correspond to the nature of the concern. It is the goal of the Dartmouth-Hitchcock Psychology Internship Program that, to the extent possible and appropriate, intern complaints should be resolved with a minimal amount of bureaucracy to conserve intern and program resources.

At a minimum, the response to a complaint should include a conversation between the intern and a faculty or staff member such as a supervisor, a seminar leader, or the Training Director. No written record of minor complaints is kept by the program unless the intern or the Training Director sees a need to do so. The implementation of a quality improvement process might result from an intern complaint in cases where the program agrees that the intern has identified a problem or deficiency in training. Serious complaints involving allegations of misconduct such as sexual harassment, the mistreatment of an intern, discrimination, or a violation of the American Psychological Association Ethics Code will result in an investigation and the possible involvement of other appropriate administrative entities such as agency Human Resources, the New Hampshire Board of Mental Health Practice or other state licensing boards, and the American Psychological Association or other professional organizations. Formal records of any such complaints are maintained by the program

The Dartmouth Psychology Internship Program adheres to the APA Ethics Code standard pertaining to sexual relationships between supervisors and students. The 2002 Ethical Principles of Psychologists and Code of Conduct states in section 7.07 that,

“Psychologists do not engage in sexual relationships with students or supervisees who are in their department, agency, or training center or over whom psychologists have or are likely to have evaluative authority.”

Any violation of this standard by a psychologist affiliated with the training program should be brought to the Training Director’s attention immediately.

In the case where an intern has a complaint related to the conduct of the Training Director such as the Training Director’s decision in the due process procedure, the intern has the right to take that grievance to the Department of Psychiatry leadership. Specifically, a grievance can be brought to the Chairman of the Department of Psychiatry for a determination. See the Due Process Policy for more details.

## **Due Process Policy**

### **I. Problem Behaviors**

The purpose of this policy is to delineate due process procedures related to interns who encounter difficulties in performance or who evidence other problematic behaviors during the internship year. Interns who are having difficulties may be the subject of remediation efforts and/or sanctions including being placed on probation and/or dismissed from the program due to academic or non-academic deficiencies.

Problematic Behavior is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways: 1) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior; 2) an inability to acquire professional skills in order to reach an acceptable level of competency; and/or 3) an inability to control personal stress, strong emotional reactions, and/or psychological dysfunction which interferes with professional functioning.

It is a professional judgment as to when an intern's behavior becomes problematic rather than just "of concern." Trainees may exhibit actions, attitudes, or characteristics which, while requiring attention, are not unexpected or excessive for professionals in training. These issues are addressed through on-going supervision and teaching efforts which are a regular part of the training program. Problem behaviors typically become identified as impairments when they include one or more of the following characteristics:

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

### **II. Remediation Efforts and Sanctions**

It is crucial to address problematic behavior once it has been identified as a issue needing more than standard training and supervision efforts. In implementing remediation efforts or sanctions, the training staff must be mindful of the importance of balancing the rights of the intern, the clients involved, members of the intern training group, the training staff, and other agency personnel.

**Verbal Warning:** The first formal response to an intern's problematic behavior is to give a verbal warning by the Training Director, emphasizing the need to alter the behavior under discussion. The Training Director will provide the intern with suggestions for improving performance. In addition, the Training Director may arrange for the intern to receive advice, tutoring, or other aids for improvement.

One option to help an intern is a schedule modification. This is a limited period of time designed to assist an intern who is going through a personal reaction to an environmental stressor. Modifying an intern's schedule is an accommodation made to help an intern return to his/her prior level of functioning. This period will include more intensive supervision conducted by his/her

regular supervisors in consultation with the Training Director. Several other actions may be included in modifying a schedule. These include:

- a) change in the format, emphasis, and/or focus of supervision;
- b) recommending personal therapy;
- c) reducing the intern's clinical or other workload; and/or
- d) requiring specific academic coursework.

The length of a schedule modification period will be determined by the Training Director in consultation with the intern and supervisors. There will need to be some consideration of the impact these adjustments will have on the intern's ability to complete internship requirements within the training year.

Written Acknowledgment: If the problem behavior continues after a reasonable amount of time and effort, the intern is given a formal written notice from the Training Director that includes:

- a) a description of the intern's unsatisfactory performance;
- b) the time line for correcting the problem;
- c) actions required by the intern to correct the unsatisfactory performance;
- d) a description of what action will be taken if the problem is not corrected within that time line; and
- e) a listing of the program's efforts to rectify the problem or skills deficit.

A copy of this letter will be kept in the intern's file, and a copy will be sent to the intern's graduate program.

Probation: A limited time period during which the intern is working to address problematic functioning, the program is attempting to assist and support the intern, and there is a heightened assessment of the intern's ability to complete the requirements of the program. The intern is informed of the probation in a written statement from the Training Director which includes:

- a) a description of the specific behaviors that continue to be problematic;
- b) the time frame for the probation;
- c) recommendations for the intern to rectifying the problem;
- d) the steps that are being taken by the program to ameliorate the problem;
- e) the procedures to ascertain whether the problem has been appropriately rectified; and
- f) a description of what action will be taken if the problem is not corrected within that time line.

A copy of this letter is sent to the intern's graduate program and to the Chair of the Department of Psychiatry.

If the Training Director determines that there has not been sufficient improvement in the intern's performance to remove the probation within the specified time frame, then the Training Director will discuss with the intern and his/her supervisors the course of action to be taken. This may include continuation of the probation for a specified time period, an administrative leave, or dismissal from the program.

Administrative leave: Involves the temporary withdrawal of all responsibilities and privileges in the program. If the leave interferes with the successful completion of the training hours needed

for completion of the internship, this issue will be discussed with the intern, and the intern's graduate program will be informed. The Training Director will inform the intern of the impact the administrative leave will have on the intern's stipend and health insurance benefits.

Dismissal from the Internship: When the above efforts do not, after a reasonable time period, rectify the problematic functioning and the intern seems unable or unwilling to alter her/his behavior, the Training Director will pursue terminating the intern from the training program. The intern will be informed of this decision in writing, and copies will be sent to the intern's graduate program and the Chair of the Department of Psychiatry. The intern can appeal that dismissal decision.

It should be noted that the internship program reserves the right to dismiss an intern without an intervening warning or probationary period. It is the position of the program that some behaviors may be illegal, immoral, unethical, or otherwise so objectionable as to be incompatible with the role of a psychologist. When allegations of such behavior on the part of an intern have been proven to the Training Director's satisfaction, the Training Director may pursue the intern's immediate dismissal. The intern can appeal that dismissal decision.

### III. Appeal Process

An intern can appeal the dismissal decision of the Training Director to the Chair of the Department of Psychiatry or his/her designee. This appeal must be done in writing, clarifying the intern's grounds for the appeal. The Chair will review the situation and make a final determination. During the period of appeal, the intern will be suspended from all duties and activities in the internship program.

## **Sexual Harassment**

D-H is committed to providing a safe and collegial work environment in which all individuals are treated with mutual respect and dignity and that is free of unlawful discrimination and harassment of any kind. In keeping with this commitment, D-H will not tolerate harassment of any employee by any person, including any supervisor, co-worker, patient/client, visitor, or any other third party based on any protected status.

All employees, as well as any member of the D-H community, including but not limited to patients, patients' families, visitors, vendors, and all other persons on D-H property are expected to comply with this policy and all state and federal non-discrimination laws and statutes. Concerns related to violations of this policy should be reported as set forth below.

D-H may require that a person who has violated this policy leave the premises and may report him or her to law enforcement agencies. Conduct alleged to constitute harassment under this policy will be evaluated from the perspective of a reasonable person similarly situated to the complainant and considering all the circumstances.

This policy shall not be interpreted to limit D-H's authority to discipline or take remedial action for workplace conduct which D-H deems unacceptable, regardless of whether that conduct satisfies the definition of unlawful harassment.

Violation of this policy, as determined by D-H, in its sole discretion, may result in disciplinary action up to and including termination.

## **Reporting Allegations of Harassment**

Employees subject to conduct that he or she feels is unwelcome are encouraged to let the person engaging in the conduct know, verbally or in writing, that the conduct is not welcome, is offensive, and must stop. The employee should maintain and provide to his or her supervisor or Employee Relations copies of this documentation or alert them to the incident. If the employee does not want to address the conduct his or herself or is not comfortable with the perpetrator's response, the employee is encouraged to report this conduct to any of the following persons:

His or her supervisor or any other member of management

Human Resources: [Employee.Relations@hitchcock.org](mailto:Employee.Relations@hitchcock.org) or (603) 653-1570. If a member of Human Resources is alleged to have engaged in behavior in violation of this policy, employees should report the incident to the Office of General Counsel.

Compliance Hotline: (888) 422-2084

If an employee believes that he or she is in immediate danger, he or she contacts D-H Security (603- 650-7896) or local law enforcement at 911.

## **Employee and Supervisor Responsibilities Regarding Reporting Harassment**

All employees, and particularly members of management, which includes without limitation all administrative and clinical supervisors, are responsible for keeping the work environment free of harassment. This includes complying with all D-H policies with respect to personal and professional conduct. D-H urges the prompt reporting of complaints. If a supervisor receives information regarding harassment, the supervisor is obligated to report the harassment immediately to HR by emailing [Employee.Relations@hitchcock.org](mailto:Employee.Relations@hitchcock.org) or calling (603) 653-1570.



Any employee who becomes aware of an incident of harassment or possible harassment, whether by witnessing the incident or being told of it, must promptly report it to the persons identified above. Leaders receiving a complaint must forward the complaint to Employee Relations by emailing or calling [Employee.Relations@hitchcock.org](mailto:Employee.Relations@hitchcock.org) or (603) 653-1570.

An employee who knowingly submits a false or frivolous claim of harassment may be subject to disciplinary action up to and including termination.

### Investigation

Once D-H becomes aware of an alleged violation of this policy, Human Resources or its designee will promptly investigate the matter, regardless of whether alleged victim or complainant wants D-H to do so. All staff members, whether complainant, witness or the subject of the investigation are required to be truthful, accurate, and cooperative throughout the investigation. D-H seeks to conduct a thorough investigation, refusal to participate in the investigation may result in disciplinary action. Depending on the outcome of the investigation, D-H will take appropriate remedial action. Such action may include, but is not limited to, corrective action, up to and including immediate termination of employment.

### Limits to Confidentiality

While D-H strives to share information on a strict need-to-know basis and to conduct the investigation as discretely as possible, the identity of the complainant and nature of the complaint may be revealed to witnesses and the individual who is the subject of the investigation. As a result, D-H cannot guarantee that investigations and the information D-H uncovers will remain confidential.

### Non-Retaliation

D-H prohibits retaliation against an individual who reports harassment or is involved in any way with an investigation or resolution of a harassment complaint. Any employee who has had a complaint addressed through this policy or has participated in an investigation must immediately make a further complaint to the persons identified above if the employee is the further subject of retaliation or intimidation, or if the harassment recurs. Retaliation may include, but is not limited to, actions such as:

- Disciplining, changing work assignments of, providing inaccurate work information to, or refusing to cooperate or discuss work-related matters with any employee because that employee has complained about or resisted, or aided in the investigation of harassment, discrimination, or retaliation.
- Intentionally pressuring, falsely denying, lying about, or otherwise covering up or attempting to cover up conduct such as that described in any item above.
- Employee-to-employee isolation, ridicule, intimidation, "silent treatment," or embarrassment.
- Encouraging others to retaliate.

### Other Information

Other resources for discussing harassment issues are the New Hampshire Commission for Human Rights at (603) 271-2767 or [humanrights@nhsa.state.nh.us](mailto:humanrights@nhsa.state.nh.us), the Vermont Human Rights

Commission at (802) 828-2480, or the U.S. Equal Employment Opportunity Commission at (800) 669-4000 or [info@eeoc.gov](mailto:info@eeoc.gov).

Questions regarding this policy should be directed to Employee Relations at (603) 653-1570 or [employee.relations@hitchcock.org](mailto:employee.relations@hitchcock.org)

### **Notice of Non-Discrimination**

Dartmouth-Hitchcock (D-H) is an Equal Employment Opportunity/Affirmative Action employer and it is D-H's intent to provide a work environment free from all forms of employment discrimination described below. D-H does not discriminate in the terms or conditions of employment or in the recruitment, hiring, promotion, demotion, training, transfer, discipline, or discharge of any applicant or employee on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, pregnancy, age, genetic information, physical or mental disability, national origin, marital status, veteran status, citizenship, or any other category protected by law. Employment decisions are based on merit, qualifications, and abilities, as well as D-H's business and operational needs. In addition, D-H will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. However, employees who have access to the compensation information of other employees or applicants as a part of their essential job functions cannot disclose the pay of other employees or applicants to individuals who do not otherwise have access to compensation information, unless the disclosure is (a) in response to a formal complaint or charge, (b) in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the employer, or (c) consistent with the contractor's legal duty to furnish information.

### **Reporting Concerns and Retaliation Prohibited**

Employees are encouraged to bring to the attention of Employee Relations any incident that he or she believes involves discrimination or situations in which he or she may need a religious or disability accommodation. Any concerns that this policy may be violated may be reported to Employee Relations may be reached by calling at (603) 653-1570 or [Employee.Relations@hitchcock.org](mailto:Employee.Relations@hitchcock.org). Employees concerned that discriminatory activity is occurring with Human Resources may report the matter to the Office of General Counsel. Upon receipt of the concern, D-H will promptly review the concern(s) and take remedial action it deems appropriate under the particular circumstance. To support the reporting concerns, D-H prohibits retaliation against anyone for reporting a claim of discrimination or assisting or cooperating in an investigation. Anyone who feels that they have been retaliated against in violation of this policy may report such concerns to the persons identified above. Any employee found to be engaging in behavior prohibited by this policy will be subject to disciplinary action, up to and including termination of employment. Reports or concerns of discrimination or retaliation also may be submitted to the D-H Equal Employment Opportunity Officer at (603) 653-1570, the New Hampshire Commission for Human Rights at (603) 271- 2767, the Vermont Human Rights Commission at (800) 416-2010, or the Equal Employment Opportunity Commission at (800) 669-4000.

### **Vacation and Leave**

Interns earn a total of 28 days of annual leave at a rate of 8.61 hours biweekly. This leave rate includes time covering paid holidays (New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, Christmas Day), sick leave, and vacation leave. Any leave time required for extended family and medical leave will be unpaid time consistent with the Family and Medical Leave Act (FMLA), which may require extension of the training year. Interns can take leave for a maximum of five days in the final two weeks of the internship in order to prevent disruption of clinical services. Interns will notify the Training Director of planned leave at least one month in advance of the date of leave. They will complete a leave request (Appendix D), to be approved by the Training Director.

**PSYCHOLOGY INTERNSHIP FACULTY  
2020-2021**

**Supervisor**

**Phone Number & Email**

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## Appendix A



### Department of Psychiatry Robert Brady, Ph.D., Director

Dartmouth-Hitchcock Psychology Internship Program  
Department of Psychiatry  
1 Medical Center Drive  
Lebanon, NH, 03756

### EVALUATION

Trainee's Name: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Trainee's Title: \_\_\_\_\_ Supervisor's Name: \_\_\_\_\_

Use the four point scale below to describe the trainee's level of performance in each of the areas listed compared to other psychology trainees at this developmental level.

A "1" signifies performance that is inadequate for a psychology trainee at the intern level. During the October and February evaluation periods, performance at this level in an overall rating of a competency area will require a formal remediation plan. During the June evaluation period, performance at this level in an overall rating of a competency area (averaged across all clinical supervisors) will result in failure to graduate from the internship program.

A "2" signifies performance that does not consistently meet the expected standard for a psychology trainee at the intern level. Effort must be made by the trainee to meet the expected standard of performance. Performance at this level during the June evaluation period in an overall rating of a competency area could represent a threat to graduation if the trainee is functioning at a "2" averaged across all clinical supervisors.

A "3" signifies performance that consistently meets the expected standard for a psychology trainee at this developmental level. A "3" represents expected performance and will result in graduation from the program.

A "4" signifies performance that consistently exceeds the expected standard for a psychology trainee at this developmental level. "4"s indicate areas of relative and comparative strength.

We encourage you to complete this form with the trainee in order to maximize collaboration and discussion.

Scale:

1 = Unacceptable

2 = Improvement Needed

3 = Meets Expectations

4 = Exceeds Expectations

N/A = Not Applicable

### Psychological Intervention Skills (To be completed by therapy supervisors)

\_\_\_\_\_ Gathers pertinent data at the beginning of treatment.

\_\_\_\_\_ Evidences appropriate diagnostic skills.

\_\_\_\_\_ Formulates case from evidence-based theoretical frameworks.

\_\_\_\_\_ Develops and maintains effective relationships with the recipients of psychological services.

\_\_\_\_\_ Develops evidence-based intervention plans specific to the service delivery goals.

\_\_\_\_\_ Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

\_\_\_\_\_ Demonstrates the ability to apply the relevant research literature to clinical decision making.

\_\_\_\_\_ Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.



\_\_\_\_\_ Evaluates intervention effectiveness, and adapts goals and methods consistent with ongoing evaluation.  
\_\_\_\_\_ Assesses risk factors appropriately.  
\_\_\_\_\_ Discharges clients appropriately.  
\_\_\_\_\_ **Overall Rating**  
Comments:

**Psychological Assessment Skills (To be completed by psychological and neuropsychological testing supervisors)**

\_\_\_\_\_ Selects and applies assessment methods that draw from the best available empirical literature and reflect the science of measurement and psychometrics.  
\_\_\_\_\_ Collects relevant data using multiple sources and methods appropriate to the referral goals and questions.  
\_\_\_\_\_ Completes test protocols accurately and efficiently.  
\_\_\_\_\_ Accurately 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.  
\_\_\_\_\_ Attends to the relevant diversity characteristics of the service recipient and the effect on assessment results.  
\_\_\_\_\_ Guards against decision-making biases, distinguishing subjective and objective aspects of the assessment.  
\_\_\_\_\_ Demonstrates knowledge of psychometrics in the understanding of results.  
\_\_\_\_\_ Communicates test results and recommendations in oral format in an accurate and effective manner.  
\_\_\_\_\_ Communicates test results and recommendations in written format in an accurate and effective manner.  
\_\_\_\_\_ **Overall Rating**  
Comments:

**Individual and Cultural Diversity (To be completed by all supervisors)**

\_\_\_\_\_ Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.  
\_\_\_\_\_ Possesses knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities.  
\_\_\_\_\_ Integrates awareness and knowledge of individual and cultural differences in the conduct of professional roles.  
\_\_\_\_\_ Independently applies knowledge in working effectively with the range of diverse individuals and groups.  
\_\_\_\_\_ **Overall Rating**  
Comments:

**Research (To be completed by all supervisors)**

\_\_\_\_\_ Demonstrates the ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local, regional, or national level.  
\_\_\_\_\_ Demonstrates ability to appropriately apply information from research into the delivery of psychotherapy services and psychological testing services.  
\_\_\_\_\_ Effectively utilizes the scientific method to evaluate the effectiveness of interventions or programs.  
\_\_\_\_\_ **Overall Rating**  
Comments:

**Consultation and Interprofessional Skills (To be completed by all supervisors)**

- \_\_\_\_\_ Demonstrate knowledge and respect for the roles and perspectives of other professions.
- \_\_\_\_\_ Applies knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.
- \_\_\_\_\_ Consults effectively with other providers (e.g., PCPs, school personnel).

**Overall Rating**

Comments:

**Ethical and Legal Standards (To be completed by all supervisors)**

- \_\_\_\_\_ Demonstrates knowledge of APA ethical principles and standards.
- \_\_\_\_\_ Acts in accordance with the APA ethical principles and standards.
- \_\_\_\_\_ Demonstrates knowledge of relevant laws, regulations, rules, and policies governing the practice of psychology in the clinical setting.
- \_\_\_\_\_ Recognizes ethical dilemmas and acts quickly to resolve them when they arise by consulting the relevant ethical principles and standards.
- \_\_\_\_\_ Conduct self in an ethical manner in all professional activities.

**Overall Rating**

Comments:

**Professional Values, Attitudes, and Behaviors (To be completed by all supervisors)**

- \_\_\_\_\_ Actively seeks and demonstrates openness and responsiveness to feedback and supervision.
- \_\_\_\_\_ Responds in a professional manner to increasingly complex situations with a greater degree of independence as they progress across levels of training
- \_\_\_\_\_ Engages in self-reflection regarding one's personal and professional functioning.
- \_\_\_\_\_ Behaves in ways that reflect the values and attitudes of psychology (e.g., integrity, deportment, accountability, professional identity, lifelong learning, and concern for the welfare of others).

**Overall Rating**

Comments:

**Communication and Interpersonal Skills (To be completed by all supervisors)**

- \_\_\_\_\_ Demonstrates effective interpersonal skills.
- \_\_\_\_\_ Develops and maintains effective relationships with colleagues, organizations, supervisors, patients/clients.
- \_\_\_\_\_ Effectively and efficiently produces and comprehends oral, nonverbal, and written communications.

**Overall Rating**

Comments:

**Supervision (To be completed by all supervisors)**

- \_\_\_\_\_ Demonstrates knowledge of supervision models and practices.
- \_\_\_\_\_ Effectively applies this knowledge in direct or simulated practice with peers, or other health professionals.

**Overall Rating**

Comments:

**We welcome your summary comments about the trainee's overall performance. Any suggestions regarding areas in need of improvement are greatly appreciated. It is helpful to describe trainee's strengths, as well.**

**Areas for Improvement:**

**Strengths:**

Trainee's Signature: \_\_\_\_\_ date \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_ date \_\_\_\_\_

Approved by Training Director: \_\_\_\_\_ date \_\_\_\_\_



## SUPERVISOR EVALUATION

Name of Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Supervisee: \_\_\_\_\_ Frequency of meetings: \_\_\_\_\_

Methods of Supervision (circle all that apply):

Intern notes      Audio tapes      Video tapes

1 way mirror    Patient interview    Other (specify) \_\_\_\_\_

1. Please rate your supervisor on the following items:  
(1= Always; 2=Most of the time; 3= Sometimes; 4= Not Often)

- A. Supervision appointments occurred consistently. \_\_\_\_\_
- B. Supervision sessions began on time. \_\_\_\_\_
- C. Supervisor gave relevant feedback on clinical issues. \_\_\_\_\_
- D. Supervision was a collaborative effort. \_\_\_\_\_
- E. Supervisor was easily approachable. \_\_\_\_\_
- F. Supervisor was accessible for emergencies. \_\_\_\_\_
- G. Supervisor appeared knowledgeable about clinical issues. \_\_\_\_\_
- H. Supervisor appeared to possess and shared relevant clinical expertise. \_\_\_\_\_

2. What were the most helpful aspects of supervision with the above supervisor?

3. What were the least helpful aspects of supervision?

## Appendix B

### Dartmouth-Hitchcock Psychology & Psychiatry Training Programs Research Lecture Series –SCHEDULE

This is the schedule for the Dartmouth-Hitchcock Psychiatry/Psychology Research Lecture Series, which is a nine week series that introduces new psychology interns, post-doctoral fellows, and psychiatry residents (PGY2) to some of the exciting research that is being conducted in our Department. This is an informal seminar where you have the opportunity to talk to some of the best-funded researchers in our department and hear about the work they do. If it excites you, talk to them about getting involved!

There has never been a better time to get involved in research at Dartmouth-Hitchcock. There are numerous opportunities for training, mentoring, statistical support and funding opportunities with a focus on developing young researchers. Now is the time to develop these skills and learn what opportunities there are in our department. We hope this serves as a launching point for those of you with research aspirations as part of your career trajectory.

Due to the current COVID-19 restrictions on in-person gatherings, these sessions will be conducted via WebEx. The permanent link for these sessions is: <https://dhvideo.webex.com/dhvideo/j.php?MTID=mb4cc5db12c6e866b5ee8dd4268b4889c>. You will receive invitations in your D-H email inbox as well.

Any questions or comments, please contact Robert Brady ([Robert.E.Brady@hitchcock.org](mailto:Robert.E.Brady@hitchcock.org)) and Wilder Doucette ([Wilder.T.Doucette@hitchcock.org](mailto:Wilder.T.Doucette@hitchcock.org)).

Date	Time	Location	Speaker
July 7	8:00-9:00 *INTRODUCTION TO THE SERIES *	Weiss Room	Wilder Doucette, M.D., Ph.D. Robert Brady, Ph.D.
July 14	8:00-9:00	Weiss Room	Alan Green, M.D.
July 21	8:00-9:00	Weiss Room	Kay Jankowski, Ph.D.
July 28	8:00-9:00	Weiss Room	Juliette Madan, M.D.
August 4	8:00-9:00	Weiss Room	National Center for PTSD
August 11	8:00-9:00	Weiss Room	Tor Wager, Ph.D.
August 18	8:00-9:00	Weiss Room	Alan Budney, Ph.D.
August 25	8:00-9:00	Weiss Room	Robert Brady, Ph.D.
September 1	8:00-9:00	Weiss Room	Kathy Lyons, Sc.D..

## Appendix B

### **Dartmouth-Hitchcock Psychology Internship Program Clinical Practice Didactic 2020-2021 Schedule**

**Facilitator:** James T. Craig, Ph.D., Dartmouth-Hitchcock Medical Center

**Contact Information:**

James.t.craig@hitchcock.org (603) 650-4724

**Time/Location:**

Fridays 8:30-10:00am, Dartmouth-Hitchcock Medical Center

**Description:**

The objectives of the Dartmouth-Hitchcock Psychology Clinical Practice Didactic are to increase knowledge in the areas of psychopathology and corresponding diagnoses, case conceptualization methods, and an overview of assessments and treatments. There is a strong emphasis on current research and evidence-based treatments for adults and children. Speakers are experts on each topic area and will provide presentation slides, handouts, and resources to students. Interns and post-doctoral fellows are expected to present one presentation in the latter half of the year to demonstrate their knowledge about a topic relevant to clinical practice. Topics may be accompanied by recommended readings provided in advance of or during the presentation.

Date	Location	Topic	Speaker
7/17/20	Cook Conference Room	Introduction to Series/Case Conceptualization	Lauren Szkodny, PhD
7/24/20	Cook Conference Room	Case Conceptualization	Lauren Szkodny, PhD
7/31/20	Cook Conference Room	Exposure Therapy Principles	Robert Brady, PhD
8/7/20	Cook Conference Room	Exposure Therapy Principles	Robert Brady, PhD
8/14/20	Cook Conference Room	Diagnosing and Treating Trauma in Children	Erin Barnett PhD
8/21/20	Cook Conference Room	Diagnosing & Treating Trauma in Children	Erin Barnett PhD
8/28/20	Cook Conference Room	Risk assessment, hospitalization, and transitioning to higher levels of care	Chris Finn and Crisis Team
9/4/20	Cook Conference Room	Cognitive Therapy Principles	Bill Hudenko, PhD
9/11/20	Cook Conference Room	Cognitive Therapy Principles	Bill Hudenko, PhD
9/18/20	Cook Conference Room	Collaborative care: Working with Psychiatry effectively	James T. Craig, PhD & Craig Donnelly, MD
9/25/20	Cook Conference Room	Cognitive Processing Therapy	Evan Bick, PsyD
10/2/20	Cook Conference Room	Cognitive Processing Therapy	Evan Bick, PsyD
10/9/20	Cook Conference Room	Perinatal Mental Health	Sarah Craig, PhD
10/16/20	Cook Conference Room	Perinatal Mental Health	Sarah Craig, PhD
10/23/20	Cook Conference Room	Problem Solving Therapy	Evan Bick, PsyD

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10/30/20	Cook Conference Room	Problem Solving Therapy	Evan Bick, PsyD
11/6/20	Cook Conference Room	Motivational Interviewing	Sivan Rotenberg, PhD
11/13/20	Cook Conference Room	Motivational Interviewing	Sivan Rotenberg, PhD
11/20/20	Cook Conference Room	TBD	TBD
11/27/20	Cook Conference Room	No Didactic	-
12/4/20	Cook Conference Room	Treating sleep - children	James Craig, PhD
12/11/20	Cook Conference Room	Treating sleep - children	James Craig, PhD
12/18/20	Cook Conference Room	Chronic Pain	Dana Pilchik, PhD
12/25/20	Cook Conference Room	No Didactic	-
1/1/21	Cook Conference Room	No Didactic	-
1/8/21	Cook Conference Room	ACT	Sivan Rotenberg, PhD
1/15/21	Cook Conference Room	ACT	Sivan Rotenberg, PhD
1/22/21	Cook Conference Room	Behavioral Parent Training	Carrie Shackett, PhD
1/29/21	Cook Conference Room	Behavioral Parent Training	Carrie Shackett, PhD
2/5/21	Cook Conference Room	DBT	Keri Height, PhD
2/12/21	Cook Conference Room	DBT	Keri Height, PhD
2/19/21	Cook Conference Room	Treating sleep – adults	Jessica Salwen-Dermer, PhD
2/26/21	Cook Conference Room	Treating sleep – adults	Jessica Salwen-Dermer, PhD
3/5/21	Cook Conference Room	Somatic Symptoms and Intervening in Medical Settings with Children	Ellen Sejkora, PhD
3/12/21	Cook Conference Room	Somatic Symptoms and Intervening in Medical Settings with Children	Ellen Sejkora, PhD
3/19/21	Cook Conference Room	ERP for OCD	Christopher Spofford, PhD
3/26/21	Cook Conference Room	ERP for OCD	Christopher Spofford, PhD
4/2/21	Cook Conference Room	Integrative Psychotherapy	Lauren Szkodny, PhD
4/9/21	Cook Conference Room	Integrative Psychotherapy	Lauren Szkodny, PhD

**Professional Development Seminar (PDS) 2020-2021**  
**Psychology & Neuropsychology Interns and Post-Doctoral Fellows**  
 Department of Psychiatry  
 Geisel School of Medicine at Dartmouth

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This seminar is designed to provide a forum to discuss issues relevant to the practice of psychology. Issues pertaining to career development, job search and experience, and other matters of relevance to development as an independent clinician and/or scientists are addressed.

This seminar takes place on the first Friday of each month from 10-11 am. All meetings take place in the Weiss at DHMC room unless otherwise indicated by an asterisk. In this case, the seminar is held in Nemiah conference room is near the Weiss room.

Date	Topic	Speaker
8/7	Getting the Most of Training	James Craig, PhD
9/4	Risk Management	D-H Risk Management Team
10/2	Job Search and negotiation	Robert Brady, PhD & Keri Height, PhD
11/6 (G1E1W)	Applying for Post-Doc	Current Post-Doc Panel
12/4 (G1E1W)	Ethics	William Nelson, PhD
1/8 (G1E1W)	Grant writing	Heather Wishart, PhD
2/5	Private practice	Seoka Salstrom, PhD
3/5	Manuscript Writing	Paula Schnurr, PhD
4/2	Supervision	Laura Flashman, PhD & Sivan Rotenberg, PhD
5/7	Diversity	Stephanie White, MD
6/4	Career panel	Mark Hiatt, PhD; Nancy Koven, PhD, others

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**SEMINAR EVALUATION FORM**

Name of Seminar: \_\_\_\_\_

Seminar Leader: \_\_\_\_\_

1. Please rate the seminar leader in the following areas:  
(1= Always; 2= Most of the time; 3= Sometimes; 4= Not often)

- A. Seminar leader was affective in leading or coordinating the seminar. \_\_\_\_\_
- B. Seminar leader was approachable and receptive to feedback. \_\_\_\_\_
- C. Seminar leader attempted to meet the training needs of the group. \_\_\_\_\_
- D. Seminar leader seemed very knowledgeable about subject matter. \_\_\_\_\_
- E. Seminar leader seemed to possess and shared relevant clinical expertise. \_\_\_\_\_

2. Most helpful aspects of seminar:

3. Least helpful aspects of seminar:

4. Suggestions to improve the seminar for next year:

## Appendix C



**Robert Brady, Ph.D., Director**  
Dartmouth-Hitchcock Psychology Internship  
1 Medical Center Drive  
Lebanon, NH 03756  
Telephone: (603) 650-6188  
Fax: (603) 650-0404

### *Psychology Internship Program*

#### Leave Request

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Educational/Professional Leave: \_\_\_\_\_ Vacation: \_\_\_\_\_ Sick: \_\_\_\_\_

Working Dates Requested:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Clinical Service Location: \_\_\_\_\_

Coverage has been arranged as indicated below:

<u>Outpatients/Other responsibilities</u>	<u>Individual/signature</u>	<u>Telephone</u>
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Emergency Contact:

Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

Approved by:

\_\_\_\_\_  
Robert Brady, Ph.D.  
Director of Training

## Local, and Not Quite Local, Activities

### Grocery Stores

No lack of places to shop for groceries in the area. There are three Dartmouth Co-Op stores, one in Centera Parkway across from the DHMC entrance off Rt 120, one in Hanover, and one in Vermont across the bridge from NH to VT in White River Junction. There is a Price Chopper on Mechanic Street in Lebanon and one in West Lebanon. West Lebanon also has a Shaw's and a Hannaford's.

### Restaurants

These are just a selection of your choices. The Dartmouth Engineering website has a great list, although it is not quite up to date. <http://engineering.dartmouth.edu/tic/newcomers/food.htm>

#### *West Lebanon*

Plainfield Road (Rte 12A; the main street through West Lebanon) in West Lebanon has fast food (McD's, Burger King, Wendy's, Taco Bell, KFC), as well as Pizza Hut, Subway, D'Angelo's (subs), Chili's, Applebees, Denny's, Friendly's, and Dunkin Donuts (there is another Dunkin' in the Wal-Mart, and another near the Fire Department on North Main Street.

There is a Panera Bread restaurant across from the Denny's. It has decent soup and sandwiches, coffee, as well as a bakery. You can eat in or take out, and I think they have a wireless web connection too. On-line menu at <http://www.panerabread.com/menu/>

The Weathervane, a seafood restaurant, is at the end of the street as you pass by the Denny's off Plainfield Road.

Salt Hill—West Lebanon is located at 100 Plainfield Road Colonial Plaza. You can see it right next to where the main shopping street in West Lebanon (Plainfield Road) and the I-89 intersect.

Men at Wok is a small Chinese food restaurant with just a few tables located in Glen Road Plaza (facing the Powerhouse Mall). Reasonably priced combination platters.

Yama is a Korean/Japanese place located on North Main Street in a small plaza where H&R Block is located; There is a similar restaurant in Hanover on Main street.

Italian: Lui Lui's located on the grounds of the Powerhouse Mall.

#### *Hanover*

Dirt Cowboy Café on Main Street near the corner of West Wheelock: Coffees, juices, pastries and desserts. Opens early and closes late, but not very late.

Lou's on Main Street is a Hanover tradition. Great breakfasts, and now lunch, as well as their famous crullers (glazed, cinnamon sugar, jelly, chocolate covered, or maple covered) and cakes. Usually quite crowded.

[The Jewel of India](#): 27 Lebanon St. Hanover, 643-2217. Indian food with a sit-in room or you can get take-out. It is located in a large white house across from the stadium.

## Appendix D

[Murphy's On The Green](http://murphysonthegreen.com/) is on Main Street near West Wheelock and is the other bar in Hanover.  
<http://murphysonthegreen.com/>

Molly's: Part of sister restaurants Jesse's and Lui Lui's. A nice bar overlooking downtown Hanover and pleasant back porch for outdoor meals. The menu ranges from burgers and brick oven pizza to steaks and salads. <http://www.mollysrestaurant.com/>

Ramunto's Brick Oven Pizza has a place in Hanover. <http://www.ramuntos.com/>

Salt Hill is a popular pub with food and live entertainment on Lebanon Street in Hanover.  
<https://www.salthillpub.com/>

Canoe Club is located on Main Street in Hanover and serves lunch and dinner. Local musicians provide entertainment most evenings. <http://www.canoecub.us/home.html>

### *Lebanon*

Salt Hill is a popular pub with food and live entertainment on the Lebanon Green.  
<https://www.salthillpub.com/>

Pim's Thai Orchid is an authentic Thai restaurant on Hanover Street in Lebanon with convenient, free delivery. <https://www.thaiorchidlebanon.com/>

Three Tomatoes is adjacent to Salt Hill on the Lebanon Green; good Italian food and service.  
<http://www.threetomatoestrattoria.com/>

Village Pizza / The Cave is located just off the Lebanon green. Wide range of choices *and* customers.  
<http://www.villagepizza.net/Lebanon/index.html>

Jesse's Restaurant has steaks, salad bar, and seafood. A bit more upscale. Located on Route 120 just north of DHMC entrance off Route 120. <http://www.jesses.com/sublevel.aspx?ref=4>

Margarita's: Mexican food place located at [18 Centerra Park \(603\) 643-8800 across from the hospital.](http://www.margs.com/)  
<http://www.margs.com/>

Peking Tokyo (45 Hanover St # 6, Lebanon): Chinese and Japanese food, including sushi. They also deliver to DHMC. (<http://www.pekingtokyorestaurant.com/>).

### *Nearby Vermont*

China Moon Buffet is located in White River Junction VT next to the Greyhound bus station (exit 11 off the I-91). Unlike in many cities, this bus station is not seedy.

Farmer's Diner is located at Quechee Gorge Village: Serves lots of local produce.

Big Fatty's is a small BBQ place. Very little seating, so think take-out. Located at 1547 Maple Street (route 14) in Hartford Vermont (802-295-5513). <http://www.maplestreetcatering.com/piggery.html>

## Appendix D

The Simon Pearce glass factory not only sells lovely in-house made glassware, but also has a nice restaurant. Cheaper at lunch than dinner, and has terrace overlooking a waterfall. Nice romantic setting if that is what you are looking for. [http://www.simonpearce.com/CSTM\\_Restaurants.aspx](http://www.simonpearce.com/CSTM_Restaurants.aspx)

Parker House Inn is literally next door to Simon Pearce. The ambiance of the Parker House is casual and inviting with a unique bar area and outdoor seating. Worth a visit.

<http://www.theparkerhouseinn.com/Restaurant.html>

### *Ice cream*

Dairy Twirl is a seasonal ice cream shop located at 39 Mechanic Street in Lebanon (603- 448-9959), open Mother's Day to Labor Day.

The Fore U ice cream shop is located across the parking lot from the Home Depot (usually open until late October).

There is also a gelato place on Main Street in Hanover.

### *Other*

Inn at Danbury located in Danbury New Hampshire serves German food  
<http://www.innatdanbury.com/dining.htm>

Elixir Restaurant & Lounge 180 S. Main Street, White River Junction. 802-281-7009

Located across the street from the American Legion and behind New England Kitchen Depot. An old brick freight house featuring two drink specials and munchies on some nights, musicians play, and light dining.

## **Movie Theatres**

There are two main movie theatres in the local area. There is an Entertainment Cinemas on Miracle Mile Road in Lebanon (<http://www.entertainmentcinemas.com/>) and the Nugget Theatre (<http://www.nugget-theaters.com/>) on Main Street in Hanover. The Hopkins center, which faces the Dartmouth Green, also shows movies, usually those that have been out of mainstream theatres for a while or independent or foreign films. Finally, the Fairlee Drive-In is classic drive-in style with a double feature most weekends during the warmer months.

## **The Arts**

The Hopkins Center for the Arts (<http://hop.dartmouth.edu/>) has a museum, movie theatre (see above), frequent art exhibits, as well as hosting performances such as theatre performances, comedians and dance troops. The Lebanon Opera House has a steady stream of music and stage shows in a traditional New England theater setting. Northern Stage in White River Junction is a major area theatre company that hosts traveling Broadway and local productions with high value.

## **Shopping**

Most of the major chain stores are located in West Lebanon (I-89 exit 20) including Wal-Mart, K-Mart, Home Depot, JC Penny and the like. On Main Street in Hanover you can find a Barnes and Noble, as well as Left Bank Books which sells used books. Big shopping malls are located in Burlington Vermont and Manchester New Hampshire, a smaller one in Concord (the closest Target store).

## Health

There is a small gym in DHMC, which you can use free of charge. It is located on the 2<sup>nd</sup> floor below the east entrance. You will need to fill out a form in the office near the gym. They will then activate your ID card to allow you to access the gym. You are encouraged to sign up beforehand for the time you want to use machines. There are 2 bathrooms next to the gym in which you can change clothes and even shower, but you should bring your own towels.

There are three gyms in the local area. CCBA in Lebanon near the green ([www.joinccba.org](http://www.joinccba.org)), River Valley Club in Centerra Park just across from the hospital (<http://www.rivervalleyclub.com/>). Both also have swimming pools and fitness classes, but prices are quite different. The Upper Valley Aquatic Center offers swimming and spinning classes ([www.uvacswim.org](http://www.uvacswim.org)).

## Fun for Kids

The Montshire Museum of Science (<http://www.montshire.org/>) in Norwich Vermont, about 10 minutes from DHMC, is a great place for kids to see some kid friendly, hands-on science exhibits. It also has several nature trails.

Billings Farm and Museum located in Woodstock Vermont <http://www.billingsfarm.org/>

Quechee Gorge Village is located in Quechee about 20 minutes from DHMC. Take I-89 North to exit 1, turn left off the exit ramp then just follow the road for about 5 minutes. It will be on your left. It has a diner, gift shop, small toy museum, as well as a small train that kids can ride depending on the season.

Summer and fall usually bring a number of fairs to the area. For example, the Cheshire Fair which takes place in summer, and the Harvest Festival at the Shaker Museum (447 NH Route 4A, Enfield, NH) which happens in October

Poverty Lane Orchards (<http://www.povertylaneorchards.com/>) offers apple picking in the heart of Lebanon (98 Poverty Lane. 603-448-1511).

Edgewater and Riverview Farms: Route 12 (south of West Lebanon on the way to Plainfield). Has stand that sells flowers and fruits, and can also do own picking of flowers and fruit (apples, strawberries, blueberries, depending on season) (turn right just before the farm stand).

[Canobie Lake Park](http://www.canobie.com/) [85 N. Policy Street, (Exit 2 off I-95) Salem, NH 03079; Phone: 603-893-3506]; about 90 minutes from DHMC. It has over 85 rides, games, live shows and attractions.  
<http://www.canobie.com/>

## Outdoor Activities

Hiking is perhaps the most essential outdoor activity in Northern New England. Your two best options are the White Mountains in New Hampshire and the Green Mountains in Vermont. Your Training Director will gladly provide a nearly endless list and description of hikes in the area if you give him the chance. There are many other outdoor activities in the area, many of which are available through Dartmouth, so check out the college web site.

## Appendix D

Mini-Golf: There is a mini-golf located in West Lebanon just south of the Home Depot. Take the entrance to Home Depot and go through parking lot towards your left. The mini-golf is just past the Home Depot building.

Outdoor Swimming: There are a number of beaches in the area including Storrs Pond in Hanover (also has a pool), Lake Sunapee, Mascoma Lake, and Canaan Street Lake. Storrs Pond in Hanover has a pool and beach, as well as picnic and camping areas. (<http://www.storrspond.org/>). Lake Sunapee (about a 25 minute drive from DHMC) has a beach and snack bar, as well as many other outdoor activities. (<http://www.newlondonareanh.com/>)

Skating in local arenas and outdoor at Occom Pond in winter

Cross country skiing is available in Hanover and elsewhere, like the Dartmouth skyway (<http://www.dartmouth.edu/~skiway/>). Downhill skiing is available at several sites within reasonable driving distance in New Hampshire and Vermont.

Rowing Club at Dartmouth and Morton Farm horseback riding