



Hazelden Betty Ford
Foundation

HAZELDEN'S MENTAL HEALTH CENTERS DOCTORAL PSYCHOLOGY INTERNSHIP PROGRAM BROCHURE

Please see the training manual for a more thorough description of the internship program, policies and procedures, and documents used during the internship training year. The brochure is limited to an overview of the program targeted at helping interested applicants.

Version: August 2020

This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

This internship site is accredited by the Commission on Accreditation of the American Psychological Association. Questions related to this training program's accreditation status should be directed to:

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street NE
Washington, DC 20002
Phone: (202) 336-5979 Fax: (202) 336-5978
E-mail (General): APAAccred@apa.org
Web: <http://www.apa.org/ed/accreditation>

Message from the Training Director

Thank you for your interest in Hazelden Mental Health Centers Doctoral Psychology Internship Program. It is our hope that, through this training program, we are able to assist in guiding you in your journey to becoming a well-rounded psychologist. This training program is designed to provide you with the education and clinical experience to support your ongoing training to become a competent entry-level psychologist. In addition, Hazelden Betty Ford Foundation uniquely provides the opportunity to work with an array of mental health issues as they interface with substance use disorders. Although Hazelden Betty Ford Foundation, remains a leader in the area of substance use disorders, the mental health department and training program are eagerly seeking applicants from various training backgrounds. The application of the skills targeted within this internship program is vast and will be of use for both seeking further employment positions in addiction treatment centers as well as a variety of generalist psychology positions. Specifically, this program provides a broad range of clinical services to didactic training and supervision.

Hazelden Mental Health Centers Doctoral Psychology Internship Program has been accredited by the American Psychological Association (APA) since 2002. Hazelden Betty Ford Foundation's nationally renowned facilities span the country. The Foundation strives to provide services to those in need across the lifespan. This internship program is a part of Hazelden Recovery Services. The adolescent track is located in Plymouth, Minnesota. This site serves adolescents and young adults along with supporting families. The adult track is located in Center City, Minnesota.

On behalf of all those involved in Hazelden Mental Health Centers Doctoral Psychology Internship Program, we again want to thank you for your interest in our training program. We are eager to continue our efforts in shaping the future of our field. Although we hope the following information provides you with a comprehensive and detailed understanding of the program itself, we also understand that you may have additional questions. Please do not hesitate to contact us for any additional information you may need regarding the doctoral training opportunities at Hazelden Mental Health Centers. I also encourage you to read the eligibility requirements carefully and contact me if you have any questions about your ability to apply or meet the expectations of the internship.

Sincerely,

Sarah Beth Beckham, Psy.D., L.P.
Internship Training Director
Sbeckham@hazeldenbettyford.org
Office: 651-213-4698

Internship Training Program Description and Requirements

Hazelden's Mental Health Centers offer a health service psychology clinical, doctoral internship. Doctoral interns are provided an opportunity to build on their strong foundation in scholarly knowledge and grow in their clinical practice. The goal of the training program is to facilitate doctoral interns' development as competent psychologists for a wide range of career opportunities. The program provides a generalist psychology training within an addiction treatment facility treating co-occurring disorders. The training program is designed to offer an incremental, graded learning experience using a developmental learning model that ensures doctoral intern knowledge of evidenced-based practices in the treatment of mental health disorders that co-occur with substance use disorders. Utilizing the developmental model facilitates their growing expertise in daily clinical practice.

Interested applicants are not required to have previous experience working with substance use disorders. Rather, this training program seeks applicants ultimately who share an interest in gaining education, training, and experience with a wide range of general clinical presentations and co-occurring disorders. Doctoral interns move from taking on limited tasks under close supervision, mentoring, and intensive instruction to relatively autonomous functioning with an increased workload over the course of the training year with ongoing supervision and consultation available. Doctoral interns successfully completing the program are expected to demonstrate competency in the 9 profession-wide competencies and will display a growing sense of professional identity.

The training program at Hazelden Betty Ford Foundation provides broad-based clinical training through exposure to clinical practices as well as involvement in training seminars and supervision.

The training program is offered at the Center City location serving adults and the Plymouth location designed to serve adolescents to young adults. Both the adult and adolescent sites identify training rotations on treatment units. Each rotation includes experience in consultation with a multidisciplinary team, diagnostic assessment, crisis intervention, individual therapy, and group therapy. The additional opportunities for training such as rotations working with patients identified as health care professionals or training on the medical unit may be available in the adult program in Center City. Testing opportunities may be available on a limited basis.

Potential doctoral interns apply for the location/track they are most interested in. Applicants may apply to be considered for both tracks or just the adolescent or adult program. Ultimately, the trainee will be assigned to the site/track matched with in the formal match process. Rotation placement within the matched location will be determined during internship before each rotation. All trainees will receive rotation placements. No specific rotation placements are guaranteed during a training year.

Hazelden's Mental Health Centers Doctoral Internship Program is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). Over the years, APPIC has developed guidelines and procedures used in student-internship matching, and these guidelines continue to evolve over time, as APPIC remains responsive to the varied concerns around match. APPIC launched APPIC Online, which is a paperless application process for doctoral internship programs. Please visit www.appic.org for further instructions and guidelines for completion of the application.

Hazelden's Mental Health Centers training program follows APPIC policies regarding offers and acceptance and participates in the APPIC Match Program. Hazelden's Mental Health Centers abides by the APPIC policy in that no person at this training facility will solicit, accept, or use any ranking-related information for any intern applicant. Hazelden's Mental Health Centers Doctoral Internship Program will continue to participate in the APPIC Internship Match Program administered by National Match Services, Inc. Applicants must obtain an Applicant Agreement Package from NMS and register for the Match in order to be eligible to match to our Internship Program. Applicant Agreement Package from NMS may be requested through the Match Program website.

There are two match numbers for the internship program, corresponding to the two training tracks/locations. Applicants may apply to one or both tracks. Applicants must specify in their materials which track(s) they are applying to. The track match numbers are:

- 166012 Adolescent Track (Plymouth location for adolescents and young adults)
- 166013 Adult Track (Center City location for adults)

Please review application and admission requirements carefully:

1. Enrollment in a clinical or counseling psychology doctoral program accredited by the American Psychological Association
2. Completed Association of Postdoctoral Psychology and Internship Centers (APPI) application
3. **This item has been waived for the applicants applying for the 2021-2022 training year in recognition of the negative effect of to the COVID pandemic on students.** ~~List practice/training hours completed totaling a minimum of 1,500 hours including all practicum intervention, assessment, and support hours. Must have accumulated a minimum of 50 assessment hours and at least 300 intervention hours during practicum~~
4. Successful completion of Comprehensive Examination through doctoral program
5. Provide a current academic vita
6. Provide an official transcript of all graduate work
7. Include three letters of recommendation from resources with direct knowledge of clinical experience, strengths, and interests

The application deadline is **November 1, 2020** for the 2021-2022 doctoral internship year.

Internship positions are contingent upon applicants satisfying the following eligibility requirements:

1. Freedom from chemical use problems. Chemical use problems are defined by (1) either chemical use that affects the job, job performance or program or (2) any individual who has been in chemical use treatment during the past 2 years.
2. Successful completion of a background check.
3. Completion of a 2 step baseline tuberculin skin test screening (Mantoux testing)
4. Proof of malpractice insurance, often provided by their educational program.

Please contact the Training Director to consult regarding eligibility requirements. Individuals with legal histories are encouraged to apply but should consult the training program before ranking and match to assure they meet eligibility requirements and are able to attend internship.



The program is a 2000-hour internship program. Note that the program requires completion of at least 1904 training hours over a minimum of 12 months based on a full-time status of 40 hours per week. Doctoral interns are at the training site minimally 8.5 hours per day, 8 hours of training and a 30-minute lunch break. The internship simulates a real-world work environment including a stipend. See our APPIC website regarding the current stipend and any benefits provided. Doctoral interns are expected to dedicate at least 25% of their time to service delivery.

Doctoral interns receive up to 15 days (120 hours) of sick or vacation time, 7 Hazelden Betty Ford Foundation recognized holidays (56 hours, includes one floating holiday), and 5 days (40 hours) of professional leave time. Of note, professional leave time is counted toward training hours. Also, due to the training environment at a residential treatment center, doctoral interns rotate through coverage of holidays. The internship offers the flexibility in scheduling over the year to receive the 2000 hours of training required in some states for licensure while the minimum expectation of the training program is 1904 hours.

Additional requirements for successful training completion include:

- Fulfillment of an individualized training plan
- Completion of didactic training, weekly supervision, and clinical rotations
- Achievement of competency thresholds including satisfactory ratings on all 9 profession-wide competencies on the end-of-year competency evaluation
- Adherence to the Internship Program Agreement

Doctoral interns fulfilling program requirements are awarded a certificate of completion.

Questions related to the program's accreditation status should be directed to the contact listed here:

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington, DC 20002
202-336-5979, Fax: (202) 336-5978
apaaccred@apa.org
www.apa.org/ed/accreditation

Please contact the Training Director with other questions about the training program.

Sarah Beth Beckham, PsyD, LP
Mental Health Internship Training Director
Hazelden Betty Ford Foundation
15251 Pleasant Valley Road, CO7
Center City, MN 55012-0011
651-213-4698
Sbeckham@hazeldenbettyford.org

Foundation Mission Statements

Hazelden Betty Ford Foundation Mission Statement

We are a force of healing and hope for individuals, families and communities affected by addiction to alcohol and other drugs.

Hazelden Betty Ford Foundation Vision Statement

Together we can overcome addiction.

Hazelden Betty Ford Foundation Values

- **Respect:** Treat everyone with compassion, dignity, and respect.
- **Science:** Treat addiction as a family disease using evidence-based practices that address the mind, body, and spirit.
- **Recovery:** Commit to the Twelve Step principles including abstinence-based recovery.
- **Leadership:** Innovate and demonstrate the courage to change.
- **Growth:** Pursue personal and professional growth in ourselves and others.
- **Service:** Be of Service.
- **Teaching:** Be the leader in education, advocacy, and dissemination of addiction knowledge.

Hazelden Betty Ford Foundation's Personality

Courageous, human, inspiring, vigilant, and informed

Hazelden Betty Ford Foundation Strategic Pillars and Goals

The Foundation's strategic pillars are people, outcomes, growth, performance, and leadership. The pillars are guideposts for our strategic plan. The goals are explained in the following statement: Our PEOPLE living our shared values every day; achieving exceptional OUTCOMES that matter to our patients, families, and customers; driving GROWTH to reach more people needing our help; realizing top-tier PERFORMANCE that allows us to reinvest in our mission; and defining the field through our LEADERSHIP to reduce the stigma of addiction and empower communities. Hazelden Betty Ford Foundation asserts that through our collective efforts, we will bring more hope and healing to the world. Each day, we make a commitment to live our mission, vision, and values through the actions we take and the work we do. The Foundation's efforts are focused on reaching more people and changing the way the world regards people affected by addiction. The Foundation has chosen to embrace a bold new vision that pushes boundaries of existing knowledge and challenges the assumptions of the past to realize our highest aspirations and dreams for the people, families, and communities we serve. This requires us to focus on new ways of approaching addiction-to break through the myths and stigma to achieve healthcare's Triple Aim to address population health, improve patient and family experience, and reduced the costs of care.

Internship Training Program Model, Aims, and Philosophy

Training Model

Hazelden's Mental Health Centers Doctoral Psychology Internship Program builds a bridge between scientific knowledge and clinical practice. The internship program's structure and activities are based on the premise that daily clinical practice should be informed by science, including a foundation in theory, evidenced-based practices, and critical thinking. The program emphasizes a developmental learning model, which informs supervision and training. The program employs a competency-based approach in order to assure successful completion of internship and well-rounded learning. A strengths-based approach to training with regular evaluation and feedback is utilized.

Training Philosophy

The training program is viewed as an extension of the student's academic learning that provides an avenue for integration of knowledge and skill resulting in clinical competence. The training is flexible in that it is based on emerging scientific knowledge and clinical innovation. An emphasis is placed on core values involving treating the individual with dignity and respect to the entirety. The training model is actualized through clinical supervision, didactics, scholarly inquiry, individual and group clinical experiences, and team meetings. Doctoral interns experience and gain competency in psychological processes involving psychological assessment, testing, differential diagnosis, treatment planning, consultation, supervision, individual and group therapy, psychoeducation, patient lectures, and clinical recommendations for continuing care supporting development as a generalist health service psychologist. In daily practice, doctoral interns encounter ethical and legal issues and diverse individuals. The interns are given opportunities to display communication skills along with professional values, attitudes, and behaviors.

Training Program Aims

Hazelden Betty Ford Foundation is a non-profit foundation focused on the treatment of addiction and co-occurring disorders. The doctoral internship program is set within Hazelden's Mental Health Centers. The Mental Health Centers are set within multidisciplinary treatment teams focused on treating addiction and co-occurring disorders at both Plymouth and Center City sites. The Center City track provides clinical experiences that focus on treatment of adults; while the Plymouth track provides experiences in treatment of adolescents and young adults. The mental health team's role on the multidisciplinary team is to focus on assessing and treating mental health disorders co-occurring with addiction in order to promote stability, containment, health, and recovery. As a result of this, the training program aims to instill a broad and in-depth training in generalist health service psychology with foundational attitude that daily clinical practice should be informed by professional consultation, sound clinical judgement and critical thinking, and empirical knowledge based on scholarship.

The program aims to provide generalist clinical training to doctoral interns for the effective independent practice of health service psychology. The program provides training that includes a clinical training experience with patients of diverse backgrounds and presentations while developing professionally in a healthy, inclusive training environment that promotes ongoing learning, self-reflection, boundaries, and self-care. The setting is provided in a manner prioritizing the obtainment of the nine profession-wide competencies of health service psychology. The training program aims to ensure the doctoral interns hold both the knowledge of psychological theory and evidence-based practices in the treatment of complex mental health presentations and the competency in the daily clinical practice of general health service

psychology by the end of the internship year. The competencies prioritized by the training program include:

- Research/scholarly inquiry
- Ethical and legal standards
- Individual and cultural diversity
- Professional values, attitudes, and behaviors
- Communication and interpersonal skills
- Assessment
- Intervention
- Supervision
- Consultation and interprofessional/interdisciplinary skills

As gatekeepers to the field, the program aims to provide doctoral interns with the resources and opportunities to reach successful internship completion, meeting the 9 competency expectations then to become licensed health service psychologists securing full-time positions in the field of psychology.

The Internship Program Supports the Foundation's Mission

Both the Foundation and training program believe that training doctoral interns in health service psychology to treat a wide range of symptom presentations, including co-occurring mental health and substance use disorders, promotes the mission of helping individuals, families, and communities through recovery. Each doctoral intern makes a difference for our patients as they provide services during their training. We believe, long after the doctoral interns complete their training, the mission will carry on as the knowledge and tools received from the program will be instilled in these well-trained clinicians. They will continue to spread the mission, vision, and values in their future careers as health service psychologists, providing research, consultation, supervision, and treatment throughout the nation and beyond.

Internship Admissions, Support, and Initial Placement Data

The following data is provided to comply with the Commission on Accreditation's Implementation Regulation C-27 I.

INTERNSHIP PROGRAM TABLES

Date program tables are updated: July 6, 2020

Internship Program Admissions

Per IR C-27 I, the program is asked to briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic preparation requirements.

The following are requirements for admission:

1. Enrollment in a clinical or counseling psychology doctoral program accredited by the American Psychological Association.
2. A completed Association of Postdoctoral Psychology and Internship Centers (APPI) application.
3. **This item has been waived for the applicants applying for the 2021-2022 training year in recognition of the negative effect of to the COVID pandemic on students.** ~~List practice/training hours completed totaling a minimum of 1,500 hours including all practicum intervention, assessment, and support hours. Must have accumulated a minimum of 50 assessment hours and at least 300 intervention hours during practicum~~
4. Passed Comprehensive Examination through doctoral program.
5. Current academic vita
6. Official transcript of all graduate work
7. Three letters of recommendation from resources with direct knowledge of clinical experience, strengths, and interests.

*As requested per IR C-27 I, does the program require that applicants have received a minimum number of hours of the following at time of application? If yes, indicate how many. **These have been waived for the applicants applying for the 2021-2022 training year in recognition of the negative effect of to the COVID pandemic on students.***

Total Direct Contact Intervention Hours: ~~Yes, at least 300 intervention hours.~~ No.

Total Direct Contact Assessment Hours: ~~Yes, a minimum of 50 hours.~~ No.

Per IR C-27 I, describe any other required minimum criteria to screen applicants:

Internship positions are contingent upon applicants satisfying the following eligibility requirements:

1. Freedom from chemical use problems. Chemical use problems is defined by (1) either a chemical use that affects the job, job performance or program or (2) any individual who has been in chemical use treatment during the past 2 years.
2. Successful completion of a background check.
3. Completion of a 2 step baseline tuberculin skin test screening (Mantoux testing)

4. Doctoral interns must show proof of malpractice insurance, often provided by their educational program

Please contact the Training Director to consult regarding eligibility requirements. Individuals with legal histories are encouraged to apply but should consult before ranking to assure they meet eligibility requirements and are able to attend internship.

Financial and Other Benefit Support for Upcoming Training Year

Annual stipend for full-time interns:	\$30,000 (for 2020-2021)
Annual stipend for half-time interns:	n/a
Program provides access to medical insurance for intern?	No. The program does not offer medical benefits through HBFF, but does provide an additional \$300 each month to offset costs for doctoral interns to be able to secure their own health benefits.
Hours of Annual Paid Personal Time Off (PTO and/or Vacation):	Doctoral interns receive up to 15 days of combined sick and/or vacation leave.
Hours of Annual Paid Sick Leave:	Doctoral interns receive up to 15 days of combined sick and/or vacation leave.
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns in excess of personal time off and sick leave.	Yes, the program has a policy regarding parental leave time and does support unpaid leave when appropriate. Medical leave may be approved as needed.
Other benefits:	The program offers 5 days of professional leave time to complete dissertation requirements, take the licensure exam, and attend offsite training opportunities. Staff and trainees have 1 floating holiday, rotate coverage of the 6 HBFF identified holidays, and receive a flex day in return for coverage of a holiday.

Initial Post-Internship Positions

(Provide an aggregated tally of the proceeding 3 cohorts per IR C-27 I)

	2017-2020
Total # of interns who were in the 3 cohorts	2017-2018: 6 2018-2019: 6 2019-2020: 6 18 total
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree:	1

	Post-doctoral	Employed
Community mental health center	0	1 STEVE
Federally qualified health center	0	0
Independent primary care facility/clinic	0	0
University counseling center	1	0
Veterans Affairs medical center	0	0
Military health center	0	0
Academic health center	0	0
Other medical center or hospital	0	0
Psychiatric hospital	0	0
Academic university/department	0	0
Community college or other teaching setting	0	0
Independent research institution	0	0
Correctional facility	0	0
School district/system	0	0
Independent practice setting	0	0
Not currently employed	0	1
Changed to another field	0	0
Other	13 including Luke, Brent, and Maddi, Heidi	0
Unknown	0	0

Initial Post-Internship Positions

(Provide an aggregated tally of the proceeding 3 cohorts per IR C-27 I)

One individual needs to complete dissertation expectations before graduating and plans to wait to seek employment until degree is completed. Regarding “post-doctoral-other”, the majority of individuals listed as “other” selected to stay at Hazelden Betty Ford Foundation for their postdoctoral residency training or for employment. Note addiction treatment is not an option on the list.

A Commitment to a Culture of Respect for Individual Differences

Hazelden's Mental Health Centers and the training program are dedicated to building and maintaining a culture of respect for diverse staff, patients, students, postdoctoral residents, and doctoral interns. At Hazelden's Mental Health Centers, respecting diversity means acknowledging individual differences and recognizing these differences are valuable.

Recruitment for Diverse Individuals

Hazelden Betty Ford Foundation, Hazelden's Mental Health Centers, and the internship program attempt to recruit, hire, and retain diverse staff and recruit and match with diverse doctoral interns. Diversity of doctoral interns and staff is a priority in order to best meet the needs of patients and promote a culture of inclusion appreciating diversity factors, such as age, language, ethnicity, culture, race, gender, gender identity, sexual orientation, religion, degree and training, therapeutic orientation, nation or state of origin, rural or metropolitan background, socioeconomic status, areas of expertise or experience, and ability/disability. The training program and mental health department have a systematic and coherent system for recruiting diverse doctoral interns and staff, desiring to attract a wide range of applicants from diverse backgrounds, including applicants with clinical and educational experiences and career and training goals that align with the training program.

The program's Recruitment Process Policy provides an overview of the plan for doctoral intern recruitment. The policy specifies our procedures as it relates to adhering to APPIC and National Matching Service's guidelines, the use of the APPIC online directory, and the development and maintenance of our own website link and brochure. Our application and admission criteria are included in the policy. Our primary areas of focus for recruitment are listed in this policy.

The training program tracks and focuses on strategies for recruitment of diverse doctoral interns and recruitment and retention of diverse staff using a similar systematic plan. Refer to the Diversity Sub-Team Charter for more information. As indicated in the charter, the mission of the team is to support, guide and advise the Training Director and the Internship Quality Leadership Team (IQLT) in ongoing program-level efforts to develop and follow a long-term, systematic, and coherent plan to recruit diverse doctoral interns and recruit and retain diverse staff. The sub-team's goal is to improve strategic recruitment efforts at a minimum frequency of yearly. The team examines the effectiveness of the program and the program's efforts, identifies strengths and areas of growth, and makes recommendations. The plan is ongoing and the efforts are expected to improve each year. A report is generated by the Diversity Sub-Team yearly. The Sub-Team lists the past year's recruitment and retention efforts, results, and recommendations for improvement. This document provides program-level actions. This document is reviewed by the Training Director, Internship Program Implementation Team, and IQLT. The recommendations are reviewed, approved, or declined. Then the Training Director, Internship Program Implementation Team, and the Diversity Sub-Team are delegated responsibilities for completing the approved recommendations.

Committed to an Inclusive Training and Work Environment

Hazelden Betty Ford Foundation is committed to a training and work environment in which all individuals are treated with respect and dignity. Each individual has the right to train and work in a professional atmosphere that promotes equal employment opportunities and prohibits unlawful discriminatory practices, including harassment. Therefore, Hazelden Betty Ford expects that all relationships among persons in the office will be business-like, respectful and free of bias, prejudice, and harassment. The Foundation and the training program have

developed policies to ensure equal training and employment access. Also, policies and procedures to promote inclusion and to respond to discrimination have been developed at the internship program and the Foundation levels.

The internship training program is dedicated to ongoing improvements and continuous changes as feedback or new knowledge arises. Hazelden's Mental Health Centers Doctoral Internship Supervisor Assessment has an item included on it to also seek feedback from doctoral interns on each supervisor's effectiveness in providing training and having a knowledge base in issues of diversity. Additionally, the Recruitment Survey has an item about the training program's inclusion efforts.

Training Focused on Cultural Competency and Individual Difference

The Foundation offers training experiences for clinical staff on topics of diversity. Cultural competency is valued. Throughout the year, continuing education trainings are offered by Hazelden Betty Ford Foundation for all staff and doctoral interns to attend for free.

Doctoral interns are expected to develop competency in working with a wide range of individuals including, but not limited to, diverse aspects of patients and supervisees served, such as those of differing race, ethnicity, culture, language, national origin, gender expression, sexual orientation, socio-economic background, age, religion, and ability. Aspects of diversity and cultural competence are integrated into each of the 9 competencies in the evaluation process. The doctoral interns' self-assessment additionally allows doctoral interns to self-evaluate their level of competency regarding diversity.

Experiential learning includes a clearly defined emphasis on diversity and individual difference throughout the internship year. Clinical supervision and didactics strategically address multiculturalism, diversity, and individual difference through carefully planned topics and learning opportunities to help individualize clinical interventions. Doctoral interns are required to provide clinical conceptualizations that integrate individual and group variability indicating greater clinical effectiveness and cultural competence. Despite diversity elements being woven into many aspects of the doctoral interns' training and particularly their clinical work, several activities have been formalized to boost competency.

The training program recognizes, at times, that there may be conflicts between a doctoral intern's worldviews and values and a patient's values and views. The training program is committed to both, providing a training environment that fosters the doctoral intern's ability to recognize these conflicts and to resolve them through supervision and didactic training along with assuring quality patient care. Supervisors use a competency-based and developmental approach to resolving these conflicts. Supervisors help doctoral interns in conflict see how they have the opportunity to hold their own personal beliefs while showing compassion and understanding of those differing from themselves. The training program makes great effort in assuring that, by completion of internship, that doctoral interns, have the competency to work effectively with individuals differing from themselves.

Hazelden's Mental Health Centers Doctoral Internship Supervision Log, completed after each supervision session, has a line labeled "Individual and cultural diversity" to continue to prompt supervisors to take time in supervision to focus on this competency. This is also meant to communicate the importance of this topic to the doctoral interns and supervisors. Supervisors work with doctoral interns on growth areas and address competency concerns expecting a high level of professionalism, knowledge, and respect in this area. Issues, opportunities, and

challenges are addressed regarding individual and group variability in relationship to testing, assessment and diagnosis, effective clinical intervention, consultation, supervision of others, program evaluation, providing supervision, and scholarly inquiry in supervision sessions. The Training Director and supervisors believe that professional modeling is important for this area of competency and for promoting a culture of inclusion. Supervisors make it a priority to discuss cultural considerations and individual differences in various contexts onsite including supervision. Supervisors may ask questions about personal reactions such as transference and countertransference as it relates to doctoral interns' reactions in supervision of the graduate students or patient care. Supervisors may prompt supervisee self-reflection to increase recognition of assumptions and biases.

Didactics on treating special populations are commonly offered to our doctoral interns. At times, diversity training is woven into didactics and other times diversity is the primary topic of didactic experiences.

Each year doctoral interns are expected to engage in scholarly inquiry and apply information found in the literature in formally presenting a clinical case, specifically a case of a patient with at least one diversity factor differing from their own identity. Doctoral interns are given 2 hours to present their case conceptualization while using the empirical literature to support their understanding of the patient. The goal for case presentations such as this is to promote an understanding of the impact of individual differences on intervention and treatment planning, increase awareness of individual factors that affect therapy (including clinician and patient factors), seek research and theoretical constructs on topics of diversity to translate into clinical practice, and be mindful of the benefits and limitations of typology.

The Mental Health Centers support the significance of recognizing individual differences in treatment outcomes and, therefore, the team offers programming recognizing and supporting individual differences among our patients. The doctoral interns are often placed in positions to provide these critical services. An example of this is the LGBTQ+ support group often led by doctoral interns; this is a highly valued service provided at both the Center City and Plymouth locations. Additionally, working with legal and health care professionals is a possible training option in Center City.

Additionally, the internship program is a member of MAAPIC, the Minnesota APA-Accredited Postdoctoral and Internship Centers. The group of training directors develops a day long presentation each year on the topic of diversity. During the 2018-2019 training year, for example, 2 half day presentations were provided titled "Coping with Everyday Racism: From Research to Practice" and "Culture through the Five Senses: The Impact of Our Stimulus Value on Our Work." During 2019-2020, the training included 2 half day presentations including "Equity, Diversity, and Inclusion Lenses for Clinical Practice: A Reflective and Experiential Workshop" and "Navigating Gender Dysphoria and Gender Diversity in a Generalist Setting: An Introduction."

At times, experiential learning may be strengthened through organization-sponsored public service events, trainings, and volunteer opportunities offered beyond the training program structure. These activities vary yearly. For example, in past years, the doctoral interns joined with the Hazelden Betty Ford Graduate School's student-led Gender and Sexuality Alliance (GSA) in activities such as fund raising for the LGBTQ recovery community. Doctoral interns have also represented HBFF at booths at the Pride Festival in Minneapolis and a local tribal

conference. Interns have joined other HBFF staff in offering lectures and CEU presentations in the community on topics of addiction, mental health, and minority populations.

Training rotation experiences are provided on both male and female patient units. The doctoral interns provide individual and group therapy, as well as crisis intervention services, as part of their training. The doctoral interns, with the support of group and individual supervision, are expected to conceptualize patients, develop treatment plans, and provide interventions with the consideration of patients' individual needs taking diversity factors into consideration. Doctoral interns gather patient information, complete diagnostic assessments, and make recommendations for treatment with an understanding of individual differences. Although testing experiences are limited on internship, doctoral interns must consider individual difference in determining testing options and in interpreting results of testing. The doctoral interns have a role on their assigned units to provide consultation to the multidisciplinary team. It is often their role to steer the team to consider patients' individual differences in developing treatment plans and continuing care recommendations for a patient. Doctoral interns also have the experience of working with a diverse staff on the multidisciplinary team, requiring respect for diversity in consultation also.

Doctoral interns also take on roles as supervisors, co-facilitating group supervision in Graduate School of Addiction Studies. The doctoral interns supervise a diverse range of students and must take individual difference into consideration when providing supervision to the supervisees. The Graduate School provides education and training online and onsite, reaching a wide range of diverse individuals around the country and around the world.

Demographics of the Patient Population

In the patient population, all have the disease of addiction in common. Tragically, the disease of addiction currently affects approximately 21.5 million people in the United States over the age of 12 according to the U.S. Department of Health and Human Services' study in 2013. According to the same study, approximately 8 million people with an addiction have a mental illness. As of 2013, the rates of men with substance use disorders have almost doubled those of women, 10.8 million men had addictions as compared to 5.8 million women. An estimated 16% of American young adults between 18 and 25 meet criteria for a substance use disorder. This is the largest percentage of individuals affected of any age group. About 15% of elderly individuals suffer from addiction. American Indians and Alaska natives had the highest rate of substance abuse and dependence at 14.3 percent as of 2013. Almost twice as many people who are unemployed struggle with addiction than those who are full-time workers. Alcohol is presumably the most abused addictive substance in America. As of 2013, only 10.9 percent of the individuals who needed treatment in a specialized facility for a substance use or dependency concerns actually received it.

The statistics on our patient population at Hazelden Betty Ford Foundation are in some ways reflective of the general population of those affected by the disease and in some ways differ. Gender is one of the demographic variables that is consistent between the overall addicted population and the population treated at Hazelden Betty Ford Foundation. At Hazelden Betty Ford Foundation's Center City site, using a snapshot of a one-month period in 2018, we found that approximately 32% were female and 68% identified as male. At the Plymouth Location, approximately 26% were female and 74% were male. Less than 1% of the population identified as another gender identity based on the records reviewed.

At the Center City location, the age range of patients admitting in the month reviewed in 2018 was 20 to 75. The average age was 41. At the Plymouth location, the age range of patients admitting that month was 15-24. The average age was 19.

With regards to race using the limited categories available, at the Center City location, approximately 92.5% identified as White, 3% of patients were African American, 0.5% identified as Asian, 2% identified as Bi-racial, and 2% identified as Other. At the Plymouth location, approximately 94% identified as White, 1% identified as African American, 1% identified as Asian, 1% identified their ethnicity as Bi-racial, and 3% identified as Other.

As far as employment status among Center City patients, 67% of our patients admitted during the month reviewed in 2018 were employed either on a full-time or part-time basis. About 27% were unemployed. Approximately 6% reported they were retired. At the Plymouth location, 19% were employed either part-time or full-time, 36% were unemployed, and 45% identified as being students.

In addition to the data provided, other aspects of the patient population stood out for members of the mental health team when asked about their patients. The setting is unique as Hazelden Betty Ford Foundation is known around the world. Patients admit to the Minnesota sites from all around the world and from all 50 states. The Center City site is in a rural location sought out for the assuring privacy for high profile individuals. The Plymouth site, on the other hand, is located conveniently in a Minneapolis suburb. Despite having locations in the suburban and rural locations, the sites tend to attract patients from urban, rural, and suburban backgrounds.

Demographics of the Graduate School Supervisee Population

The training program has a connection with the Graduate School of Addiction Studies. The interns often guest lecture in the grad school. More importantly, the doctoral interns co-lead group supervision of graduate school students, either onsite or through live video technology. Of the school's 224 students enrolled in 2015, 59% were female. About 7% of the student population identified as racially or ethnically diverse. The age range was 22 to 70. The average age was 41.2. Approximately 46% of students were from outside the state of Minnesota. About 2% of the student population identified as international students. Historical statistics note students reported originating from more than 45 states and 30 countries.

Common Misconception about Spirituality and Religion

A strength of Hazelden Betty Ford Foundation is the Foundation's openness to a wide range of spiritual practices and beliefs and the availability of spiritual care professionals on staff for consultation for our team members, including doctoral interns. It is encouraged that doctoral interns and staff use a strengths-based approach to psychotherapy with respect for and inclusion of one's individual beliefs. Hazelden Betty Ford Foundation does not adhere to a religious affiliation. HBFF, a strong proponent of the Twelve Steps, take a stance that spirituality is important to recovery. HBFF support individual patient's beliefs regarding spirituality. Patients that do not adhere to a belief system that identifies God as a Higher Power are encouraged to replace the word "God" with their personal understanding of their Higher Power. Some refer to their Higher Power as the god(s) of their understanding, love, science, conscience, a positive energy, or their recovery group, for example. Typically, we have 2 primary suggestions, it is recommended that the Higher Power be greater than the individual and should be considered loving and caring.

Trainees and Staff in Recovery

Many employees at Hazelden Betty Ford Foundation are active in recovery. Although the training program avoids actions that would restrict program access in general, there is one requirement to highlight here. The training program is set within an addiction treatment facility. HBFF requires a minimum of 2 years of freedom from substance use problems for individuals providing direct patient care. This requirement includes our doctoral interns. To be clear, we embrace and support our staff and trainees that are active in their own recovery yet do require a minimum of 2 years of freedom from substance use issues in order to provide direct care.

Example Schedule Developed by Past Doctoral Interns

This is an example of an intern's week. Of course, at our site, schedules vary greatly week by week depending on staffing coverage, census, rotation and unit, and patient needs. Additionally, some individuals may work weekends.

Sample Center City Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00- 8:30am	Email and Unit Management	Email and Unit Management	Email and Unit Management	Email and Unit Management	Email and Unit Management
8:30- 9:00am	Huddle w/ unit staff	Huddle w/ unit staff	Huddle w/ unit staff	Huddle w/ unit staff	Huddle w/ unit staff
9:00- 9:45am	MH Initial Assessment	MH Initial Assessment	MH Initial Assessment	MH Initial Assessment	MH Initial Assessment
9:45- 10:30 or 11	Documentation/ Break	Documentation/ Break	Documentation/ Break	Documentation/ Break	Documentation/ Break
10:30 or 11:00- 12:00pm	Individual Supervision	Individual Session(s) with Documentation	Co-lead Grad School Supervision	Multidisciplinary Staff Meeting	Individual Supervision
12:00- 12:30pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:30- 1:00pm	Individual Session with Documentation	Individual Session	Intern Social Time	Individual Session with Documentation	Individual Session with Documentation
1:00- 2:00pm	Psych Evaluation Feedback/Individual Session(s)	Multidisciplinary Staff Meeting	Didactics w/ all 6 peers	Write-up Results	Individual Session
2:00- 3:00pm	Documentation/ Individual Session	MH Group	Didactics	MH Group	MH Group
3:00- 4:00pm	Individual Session(s) with documentation	Individual Session(s) with documentation	Group Supervision	Individual Session(s) with documentation	Individual Session(s) with documentation
4:00- 4:30pm	Documentation /Unit Management/ Scheduling	Documentation /Unit Management/ Scheduling	Documentation /Unit Management/ Scheduling	Documentation /Unit Management/ Scheduling	Documentation /Unit Management/ Scheduling

Sample Plymouth Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:10am	Email and Unit Management	Email and Unit Management	Email and Unit Management	Email and Unit Management	Email and Unit Management
9:10-9:30am	Huddle w/ unit staff	Huddle w/ unit staff	Huddle w/ unit staff	Huddle w/ unit staff	Huddle w/ unit staff
9:30-10:30am	MH Initial Assessment/ Individual Session(s)	MH Initial Assessment/ Individual Session(s)	MH Initial Assessment/ Individual Session(s)	Co-lead Grad School Supervision	MH Initial Assessment/ Individual Session(s)
10:30-11:30am	Individual Supervision	Individual Supervision	Documentation	Documentation	Supervisor During Case Conference
11:30-12:00pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-12:30pm	Documentation	Documentation	Drive to CC*	Documentation	Documentation
12:30-1:00pm	Individual Sessions/Crisis Management/ Testing/ Documentation	Individual Session/Parent Meeting		Didactics	Individual Session
1:00-1:30pm		Unit Staff Meeting	Unit Staff Meeting		
1:30- 2:00pm					
2:00- 3:00pm	MH Group	Individual Session(s)/ Documentation/ Unit Management	Group Supervision	MH Group	MH Group
3:00- 4:00pm					
4:00- 5:00pm	Individual Session(s)/ Documentation/ Unit Management	Documentation/ Unit Management	Peer socialization/Documentation	Individual Session(s)/ Documentation/ Unit Management	Individual Session(s)/ Documentation/ Unit Management

* The majority of didactics occur at the Center City location but there are some throughout the year that occur at Hazelden Plymouth or Hazelden Saint Paul.