



Aurora

Mental Health & Recovery

Inspiring Courage.
Building Hope.

APA-Accredited Predoctoral Internship Brochure

2025 – 2026 Brochure



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About Aurora Mental Health and Recovery

Aurora Mental Health and Recovery (AMHR) created a full-time doctoral psychology internship program in 1998 and became accredited by the Commission on Accreditation of the American Psychological Association in 2000. The program is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC).

The Commission on Accreditation of the American Psychological Association has accredited the internship training program since 2000, and in 2019 awarded the program 10 years of re-accreditation. Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone (202) 336-5979 E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

AMHR is deeply rooted in its commitment to the community and delivers state-of-the-art care impacting emotional well-being and addiction recovery. Toward this end, the agency provides acceptance, respect, and care that restores dignity, nurtures relationships, and enriches lives. Our mission is to deliver state of the art care supporting emotional wellbeing and addiction recovery by being deeply rooted in our diverse community.

AMHR is proud to be a Certified Community Behavioral Health Clinic (CCBHC), based on the standards defined by the federal Substance Abuse and Mental Health Services Administration (SAMHSA). CCBHCs provide person - and family-centered, integrated services. AMHR was the second community mental health center in Colorado to achieve this designation.

Services at the agency are tailored to fit the needs of everyone from infants to seniors. In 2022, the agency served over 15,000 unique individuals and provided over 300,500 services. Approximately 31% of the clients were children and adolescents and 67% were adults. The client population was also diverse in its racial and ethnic makeup. Approximately 10.0% self-identified as Hispanic of all ethnicities, 11.5% identify as Mexican, 5.7% as African American, 4.7% identify as multi-racial, 2.1% identify as Asian/Pacific Islander, and 52% identify as White. The diversity of the Center's client population is underscored by the work of the Cultural Development and Wellness Center, which is comprised of the former Colorado Refugee Wellness Center and Asian Pacific Development Center. Based on the number of primary



languages spoken by students in the Aurora Public School District, the city of Aurora is considered to be among the most diverse cities in the United States for its size.

AMHR works closely with Colorado Access, the company who oversees Medicaid funding for the Aurora area, to serve community members covered by Medicaid and other health plans in the state of Colorado. The majority of clients served by trainees are covered by Medicaid or other state funding for indigent care.

The internship is located in Aurora, Colorado, which is part of the Denver metropolitan area. Our facilities are located within 30 minutes of central Denver and are less than one hour from the Rocky Mountains. There are several excellent colleges and universities in the area, state-of-the-art medical facilities, numerous cultural and sports attractions, and abundant sunshine for year-round recreational activities.

Internship Program

There are **four full-time** internship positions in health service psychology available for the 2024-2025 training year. The internship is for 12 months and 2000 hours. Interns work five days a week in a hybrid work environment. The training year begins on **August 12, 2025 and ends on August 7, 2026**. Within the internship program there are three available tracks based on the year-long primary placement and each also completes two minor rotations during the year.

- Adult track - Two intern positions
- Child and family track – One intern position
- Immigrant and refugee track - One intern position

Interns receive an annual stipend of \$42,000. Additional compensation is possible for bilingual interns (compensation is 10% of salary pro-rated based on hours worked). To qualify for this compensation, bilingual interns must be fluent in English, able to conduct therapy in a second language, use language skills when providing clinical services, and pass a language proficiency assessment provided by the agency.

The fringe benefits include agency contributions toward health and dental insurance, a flexible benefit plan, life insurance, professional liability insurance, long-term disability insurance, an EAP program, up to 12 days of paid time off/vacation, up to 12 days of sick leave, paid holidays, and two floating holidays. Predoctoral interns are also eligible for two additional professional development days that can be used for things such as dissertation work or conference attendance. Please see page 28 for a summary of financial and other benefit support.

Application Requirements

In order to qualify for internship training at AMHR, applicants must:

- Be from an APA-Accredited graduate program in clinical, counseling, or school psychology
- Have completed a minimum of three years of pre-internship graduate training at time of application
- Had their dissertation proposal approved (or anticipate approval before the start of internship)
- Have passed comprehensive exams
- Have completed a minimum of 500 direct service practicum hours at time of application
- Have completed, or plan to complete, at least five integrative psychological assessment reports (with adults and/or children and adolescents) before starting internship
 - Experience with administration, scoring and interpretation of the WISC and/or WAIS, and either the MMPI or PAI is required at time of application.

It is highly recommended that applicants defend their dissertation prior to the beginning of the internship year.

The following application materials are required:

1. Application for Psychology Internship (AAPI)
2. One de-identified psychological assessment/testing report
3. Cover letter
 - a. Please include the track(s) applying for: the Adult, Child, or Immigrant and Refugee
4. Three letters of recommendation, with at least one letter from a recent clinical supervisor

Applications must be completed by November 1, 2024

Aims of the Program

The overall goals of the Aurora Mental Health and Recovery Internship Program are to provide students with a broad range of experiences, in a variety of service delivery modalities, with diverse client populations, by psychologists of varying professional and personal backgrounds, styles, and areas of expertise. **The Local Clinical Scientist model** guides the philosophy of the program. The training staff believe the primary purpose of the internship program is to support interns applying scientific theory and knowledge within the context of unique client situations. This requires a scientific orientation that includes:



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- Critical thinking,
- Case conceptualization,
- Hypothesis testing,
- Awareness of personal biases, and
- Understanding of group differences including those of culture, ethnicity, gender, age, and sexual orientation.

AMHR strives to provide interns with the educational and experiential opportunities necessary to develop the competence and confidence to engage in the independent practice of health service psychology. Although the training program by nature is strongest in providing the knowledge and skills necessary for community mental health, the diversity of the program will prepare the intern to function responsibly in a range of institutional and managed care settings.

Internship Program Core Competencies

Each intern is expected to develop and demonstrate certain core competencies during the internship year. These core competencies are taught, monitored, and evaluated at various points in the year for the primary placement, minor rotations, and psychological testing. Successful completion of the internship requires the demonstration of these competencies. Core areas consist of the following:

1. Cultural and Individual Diversity
2. Ethical and Legal Standards
3. Professional Values and Attitudes
4. Communication and Interpersonal Skills
5. Intervention
6. Assessment (Assessment, Diagnosis and Psychological Testing and Evaluation)
7. Supervision
8. Consultation and Inter-professional/Inter-disciplinary Skills
9. Research

These professional competencies are addressed in didactics and seminars, supervision, literature reviews, and case conceptualization. They are demonstrated by intern written records and reports, review of cases in supervision, and interactions with clients and interdisciplinary staff. Progress in their attainment is evaluated in weekly supervision, monthly reviews by the Training Committee, and in quarterly, semi-annual, and annual written performance evaluations.



Internship Program Training Components

AMHR offers interns excellent clinical training and experience in the assessment and treatment of a diverse range of mental health problems with a client population that includes children, adolescents, families, and adults across a variety of settings. The internship program is designed to provide a wide variety of clinical experiences with an emphasis on preparing the interns to achieve a standard doctoral level of competence in skills, personal maturity, and ethical behavior. In order to accomplish this goal, and to accommodate the special interests and needs of the intern, the program is balanced between required and elective clinical experiences. The internship requirements include training rotations offered within AMHR's clinical programs.

The structure of the internship program includes:

- A year-long primary placement **based on the TRACK** that is focused on either adult or child and family populations or with refugee services (16 hours each week)
- Two six-month minor rotations (16 hours each week) that can be flexible based on the intern's professional development goals and supervisory capacity
- Assessment experience as part of primary and minor rotations
 - New client behavioral health screenings and intakes assessments
- Psychological testing (0-4 hours a week as it varies during year)
- Mentor-supported research/clinical outcome project (0-4 hours a week)
- Weekly didactics and seminars (Monday mornings)
- Provision of supervision: Potential to supervise a trainee is possible, but not a guaranteed experience

Type of Experience	Time Frame
One Primary placement that is track focused (e.g., adult track placed with adult program)	August to August
Two Six-Minor Rotation(s)	1 st Minor is August to end of January 2 nd Minor is February to August
Didactics, Psychological testing, Projects, Supervision	Year-long experiences

Supervision in the Internship Year

AMHR takes great pride in being a community mental health center that employs a substantial number of licensed psychologists. At any one time, the agency also employs postdoctoral candidates working toward licensure. Additionally, AMHR also has a one-year APPIC membered Postdoctoral Fellowship program. The agency is

highly committed to the training and mentoring of future licensed psychologists as evidenced by the depth of supervision experiences and variety of supervisors available to interns.

Over the course of the training year, interns receive a minimum of two hours each week of individual supervision from two licensed psychologists.

- One hour from the primary supervisor for the primary placement.
- One hour from the supervisor for the minor rotation. The minor rotation supervisor assignment is based on the minor rotations assigned. Thus, interns typically have two different minor rotation supervisors during the year.

Psychological testing supervision is also provided on an individualized basis, as well in assessment didactics. The individual testing supervision may be provided by the primary placement or minor rotation supervisors, another licensed psychologist who is a member of the Psychology Training Committee or the Training Director.

Supervision time focuses on the discussion of cases and related clinical topics, reviewing progress in the program, and evaluating training needs. The format of supervision may include: case discussion, review of treatment notes, review of audio or videotape, live supervision behind a one-way mirror, via video, or in the room, and co-therapy. At the beginning of the primary placement and each minor rotation, the intern and supervisor develop individualized training agreements and goals.

AMHR has a very experienced and talented staff of allied mental health professionals including psychiatrists, clinical social workers, counselors, and psychiatric nurses. Interns do receive additional supervision from these allied staff, in consultation with their internship supervisors. Interns are required to attend and participate in the weekly team meetings for primary placements and minor rotations, which focus on clinical supervision and case conferences. To support the intern's management of clinical documentation and therapy case assignments, additional administrative supervision may be provided by the manager of the programs in which the interns are completing a training experience. Additionally, interns are provided with an optional opportunity to select a mentor to meet with monthly throughout the training year for added guidance, support, and professional development.

Didactics and Seminars

Training didactics and seminars are held weekly and facilitated by training staff, guest experts, or the AMHR postdoctoral fellows. The following are examples, not an exhaustive list, from the four main didactic and seminar areas:

Core Didactic Series

- Suicide Prevention and CAMS



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- Serving clients with a serious and persistent mental illness diagnoses
- Working alongside health navigators and interpreters
- Interventions with families and caregivers

Foundation Seminars

- Assessment and psychological testing
- Supervision of supervision (includes group supervision of supervision seminars)
- Ethics Case conference
- Cross-Cultural

Topic-Focused Didactics

- Evidence-supported treatments and practices
 - Examples: ACT, DBT and EMDR
- Trauma stewardship
- Supporting disaster response in the community
- Professional development as a psychologist (multi-part series)
 - Examples: Applying to postdoctoral fellowships and job search, EPPP preparation, and professional development panel with current agency psychologists

Intern-led Didactics

- Each intern facilitates a didactic on a topic of their choosing once during the year for the intern cohort and other agency staff.
- At least twice during the training year, each intern gives a formal case presentation to the cohort and Training Director. The focus of these cases conferences is assessment and treatment approaches with challenging clients and ethical or legal issues.
- Assessment seminars periodically require each intern to provide updates on psychological testing cases to the cohort and the testing supervisor or Training Director. The focus of these updates is to receive consultation on test batteries, report writing, and diagnostic dilemmas.

The Foundation seminars have both didactic and process components. The interns are expected to be actively involved in these seminars by discussing evidence-supported approaches, clinical cases, and ethical applications. The internship program strives to ensure that interns have an opportunity to provide supervision to a trainee during the training year, but this is not a guaranteed experience. Part of the didactic series on supervision of supervision includes group supervision of supervision seminars facilitated by a licensed psychologist. When interns are able to supervise a trainee, they receive feedback on their supervisory work based on watching video or listening to audio recordings of interns' meeting with their

supervisees. This feedback is also integrated with didactic information related to supervision models and competencies.

Psychological Testing

The internship program recognizes that the ability to competently perform psychological evaluations is one of the distinguishing features of practicing psychologists. The internship program does not have a strong emphasis in teaching testing; rather, interns are expected to have acquired their knowledge and technical skills in this area in graduate school. The emphasis in this program is in the ability to integrate data and to write succinct, high-quality, client-centered, and culturally attuned reports. Interns are required to perform at least 5 psychological testing evaluations during the year. The evaluations include a clinical interview, administering, scoring, and interpreting various instruments, and writing a detailed report. **Prospective interns who seek an internship program with an especially strong testing emphasis are not a good match with this program.**

Testing referrals are most often generated by internal treatment teams at the agency, including citizenship waiver evaluations (N-648's) and collaboration with our Adult Education department within the Cultural Development and Wellness Center. Some referrals are obtained from other community partner agencies and the Department of Human Services. Evaluations include the use of a variety of instruments, typically measuring both cognitive and personality functioning. Irrespective of track focus and match, interns can expect to assess adults, children, and teens.

Research Projects

In order to develop and enhance program evaluation and research skill competency, interns are responsible for participating in a program evaluation, clinical outcome, research, or grant writing project during the year. This project is a mentor-supported project overseen by the Training Director and in collaboration with the Aurora Research Institute (ARI). The ARI is an affiliate of AMHR. At the beginning of the year, interns receive information about available projects with which they can participate. Interns develop a written proposal around their project intent and what their responsibility will be with the project that is approved by the Training Director. At years end, interns present the completed project to the AMHR Psychology Training Committee as well as other agency staff and submit a written paper. These projects are not intended to be a "dissertation" and it is expected that interns will partner with agency programs and committees to plan and implement projects. Previous projects include partnership with the agency's LGBTQIA+ Employee Resource Group to develop supports for clients seeking gender affirming care, work to develop trainings and supports to reduce vicarious trauma among staff, and adaptation of group therapy materials to support immigrant and refugee populations.



Weekly Schedule Examples

Adult Track Weekly Schedule Example

Southeast Center as Primary and Child and Family South as Minor*

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00a-12:00p	Didactics and Seminars and Monthly Cohort Time	Southeast Center	New intake or behavioral health screening appointments as part of services with Southeast Center	Southeast Center	Child and Family South
12:00-1:00p	Travel and Lunch	Lunch	Lunch	Team Meeting and lunch	Lunch
1:00p-5:00p	Testing Activity	Child and Family South (evening hours)	Child and Family South	Southeast Center	Child and Family South

Child Track Weekly Schedule Example

Child and Family South as Primary and Cultural Development and Wellness Center Immigrant and Refugee Clinic as Minor*

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00a-12:00p	Didactic and Seminars and Monthly Cohort Time	Testing activity from 8a to 10a; Research meeting from 10:30a - 11:30a	Immigrant and Refugee Clinic	Weekly supervision for Child and Family Supervision of trainee	Immigrant and Refugee Clinic
12:00p-1:00p	Travel and lunch	Travel and Lunch	Lunch	Lunch	Lunch



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1:00p-5:00p	Child and Family South	Child and Family South	Immigrant and Refugee Clinic clients and team meeting	Child and Family South (evening hours)	Immigrant and Refugee Clinic
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Immigrant and Refugee Track Weekly Schedule Example

Cultural Development and Wellness Center Asian Pacific Clinic as Primary and Elmira Center as Minor*

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00a-12:00p	Didactic and Seminars and Monthly Cohort Time	New intake appointments as part of services with Elmira Center	Elmira Center	Asian Pacific Clinic	Asian Pacific Clinic
12:00p-1:00p	Travel and lunch	Travel and Lunch	Lunch	Lunch	Lunch
1:00p-5:00p	Elmira Center	Testing activity or work on research project	Elmira Center	Asian Pacific Clinic	Asian Pacific Clinic

***Please note:** The work hours listed vary slightly based on programs. For example, the child and family programs may require one or two nights of evening work; thus work hours shift to 9:30a to 6:30p that day. Some rotations begin seeing clients at 8:30a.m. Travel time between most agency locations averages 15 minutes. In-person and virtual days will also vary by rotation and program and are driven by client and community need.



Primary Placement and Minor Rotations Descriptions

Program	Primary Placement	Minor Rotation	Adult Focused	Child and Family Focused
Cultural Development and Wellness Center (Including the Immigrant and Refugee Clinic and the Asian Pacific Clinic)	✓	✓	✓	✓
Adult Intensive Services (CLP and/or Autism & I/DD Counseling Center-Adults)	✓	✓	✓	
Elmira Counseling Center	✓	✓	✓	
Older Adults Services (co-located with Southeast Counseling Center)		✓	✓	
Southeast Counseling Center (co-located with Child and Family South)	✓	✓	✓	
Early Childhood and Family Center (ECFC)	Available only as a primary placement for Child Track	N/A		✓ (Ages 0 to 6)
Child and Family – North	✓	✓		✓



Program	Primary Placement	Minor Rotation	Adult Focused	Child and Family Focused
Child and Family – South (co-located with Southeast)	✓	✓		✓
School-Based Programs	N/A	Availability varies by year		✓
Crisis Services and Addiction & Recovery*		✓	✓	

*Interns who choose a rotation in crisis services would have the opportunities to interact with clients receiving care in the Crisis Stabilization Unit (CSU) through milieu interactions, providing brief individual therapy and leading group therapy programming. Additionally, while shadowing in the Walk-In Crisis unit, interns will have observation of all types of referral and walk-in client situations and needs where level of crisis is identified and addressed through providing resources, assisting in higher level of care placement, admission to the CSU, and placement on M-1 holds for safety needs.

Adult Focused Programs

Adult Intensive Services Programs

An array of coordinated services and programs are managed under the umbrella of "Adult Intensive Services". This clinical umbrella is designed for adults with severe and persistent mental illness who are best served by a high frequency of services in order to stabilize their mental health needs and facilitate their recovery and growth. A range of treatment options are offered including assessment, diagnosis, intensive outpatient, individual and group therapy, case management, medication management, and psychosocial rehabilitation. Interns interested in adult intensive services may work in both programs as part of a primary placement or a minor rotation. Interns can choose to work with one or both programs as part of a minor rotation or choose one of the programs as a year-long primary placement.

Community Living Program (CLP). Clients receiving services in this program tend to carry a diagnosis of a major mental illness, such as schizophrenia,



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schizoaffective disorder, PTSD, and borderline personality disorder. This intensive outpatient program is available for clients needing several hours of group therapy per week as well as frequent individual therapy. Therapy sessions, case management, outreach, crisis intervention, and medication management are oriented toward helping clients develop better coping skills, improved understanding of their mental illness, and for clients to develop a treatment plan specific to their recovery needs. Substance abuse programming may be a focus of recovery for those with co-occurring mental health and drug/alcohol abuse problems. A recreational component teaches leisure time activities and social skills.

Autism & I/DD Counseling Center – Adults (AICC-A). This outpatient program offers a range of treatment options including assessment, diagnosis, intensive outpatient, individual and group therapy, case management, medication management and psychosocial rehabilitation. Treatment is specialized and adapted to meet the needs of individuals with a developmental disability to assist them with managing mental health symptoms. Additionally, the program is able to provide consultation and treatment for individuals with a TBI, as well as behavior therapy consultation and education to those within the developmental disability system who do not meet criteria for a mental health condition.

Cultural Development and Wellness Center (CDWC)

The Cultural Development and Wellness Center is focused on providing accessible, trauma-informed, person-centered, culturally responsive care to immigrants and refugees in Colorado. This program is available as either a primary or minor rotation and can be considered by interns who are not specifically within the Immigrant and Refugee Track. The CDWC encompasses two separate clinics, the Immigrant and Refugee Clinic and the Asian Pacific Clinic. The CDWC is currently split between two separate locations, with hopes of combining into one building location in the future. There is opportunity to serve adult, teens, and child clients from around the world.

This CDWC is made up of two previously separate programs (The Asian Pacific Development Center and the Refugee Clinic) that have come together to develop a comprehensive center of care. Interns may select between the Immigrant and Refugee Clinic or the Asian Pacific Clinic. The CDWC uses a holistic approach to address the total wellbeing and empowerment of individuals, families, and communities. Mental health, social services, resources, physical health, cultural and linguistic needs are all facets considered important in assisting the multinational immigrants and refugees. These clinics are committed to inclusivity across refugee and immigrant populations and seek to be responsive to changing migration landscapes, as impacted by world events. Over 23 different languages are spoken by CDWC staff and several of these include Spanish, Dari, Farsi, Swahili, Arabic,

Burmese, Karen, Nepali, Urdu, Cantonese, Mandarin, Korean, Vietnamese, and Pashto.

Interns have the opportunity to be part of a multidisciplinary team that includes psychiatrists, psychologists, social workers, counselors, case managers, health navigators, and community outreach workers. Health navigators are from the primary countries of origin of the clients served and are central to providing linguistically and culturally tailored client care. Interns have the opportunity to participate in cultural trainings and to gain experience working with interpreters and staff from diverse cultures. Training activities include: individual, family, couples and group therapy. There are opportunities for screening or evaluating clients using culturally and language sensitive assessment instruments, and for performing evaluations specific to refugees and citizenship waiver requests (N-648 assessments). Multiple grants are ongoing, including the SAMHSA--funded Trauma and Resilience Youth Program (TRYP) serving 6-24 year olds; opportunities to participate in grant research are often available for interested interns.

Elmira and Southeast Adult Counseling Centers

These two Counseling Centers provide mental health treatment and education to adult individuals and couples. Most clients are between 18 and 55 years old and have presenting problems that range from adjustment disorders to severe and persistent mental illness. Services include intake evaluations, psychotherapy, case management, consultation, and medication management. A variety of evidence-based treatments are applied, including CBT, DBT, ACT, and EMDR. Therapy groups include Mind over Mood, ACT Therapy, Trauma Support, DBT, Mind-Body Wellness, Stress Management, and Hearing Voices. The multidisciplinary staff includes psychologists, psychiatrists, nurse practitioners, clinical social workers, counselors, and nursing staff.

Interns on either of these teams can expect to gain in-depth experience with a diverse clientele. Interns are responsible for a caseload that will consist of weekly and biweekly clients, completing weekly intakes and behavioral health screenings, providing crisis intervention for their assigned clients as needed, working with external collaterals, co-lead groups, and handle case management needs for their clients.

- As the name implies the Southeast Center is located toward the southern part of Aurora. The Southeast team is co-located with the Child and Family South Team.
- The Elmira Center is located at the northern end of Aurora and co-located with the Immigrant and Refugee Clinic.

Older Adult Outpatient Services

The Older Adults Team serves older persons and their families age 55 and older. This training experience is designed around the Pikes Peak Model for Training in Professional Geropsychology (Knight, et. al., 2009), with a focus on geriatric mental health treatment, assessment, and consultation. Interns are trained to offer individual psychotherapy using evidence-based approaches for older adults and have opportunities for community outreach in aging services institutions. Services are provided at both the Southeast Counseling Center, as well as nursing homes and assisted living facilities in Aurora. The treatment team consists of social workers, psychologists, psychiatrists, and nurse practitioners that are integrated into the adult counseling center. The team meeting for Older Adults is held in combination with the Southeast Center team.

Child and Family Focused Programs

Child and Family South and Child and Family North Counseling Centers

These two Child and Family teams provide services to children and families age 6 to 17 years via individual, group, and family therapy services. The interns on these teams have the opportunity to work closely with families and schools to identify and treat a variety of symptoms and presenting problems. While both teams serve a diverse clientele and provide services in Spanish, the North team based on location tends to serve a larger Latinx population and multiple refugee communities. The groups offered by both Child and Family teams vary but may include: social skills play group, middle school group, teen group, divorce group, multifamily drumming group, and relaxation group. Team members utilize a variety of evidence-based practices in their work including CBT, TF-CBT, Collaborative Problem Solving (CPS), and DBT. Some evening work is required.

Interns on either of these teams can expect to gain in-depth experience with a diverse clientele. Interns are responsible for a caseload that will consist of weekly and biweekly clients, completing weekly intakes and behavioral health screenings, providing crisis intervention for their assigned clients as needed, working with external collaterals, engage as a leader or co-leader of group therapy, and handle case management needs for their clients.

- The Child and Family North team serves the northern area of Aurora. The Child & Family North team is co-located with the Early Childhood and Family Center Team.
- The Child and Family South team serves the southern area of Aurora and is co-located with the Southeast Adult team.

Early Childhood and Family Center

The Early Childhood and Family Center (ECFC) provides comprehensive mental health treatment for families with infants and children up to age 6. Many of these

children have experienced child abuse and neglect, psychological abuse, and been exposed to interpersonal and community violence. As a result, they experience emotional and behavioral difficulties which often interfere with learning and in developing relationships. Individual, family, and group therapies are integrated to best serve the needs of each child and family. A variety of parenting classes for new and teen parents are provided. The program uses a number of evidence-based models including Parent-Child Interactional Therapy, Child-Parent Psychotherapy, The Incredible Years, Nurturing Parenting Program, Trauma Focused – CBT, and Relational Assessments. Some evening work may be required. Only the child and family track intern may consider this for a primary placement.

School-Based Programs (placement availability varies year to year)

This team provides comprehensive mental health treatment for school-age children in elementary, middle, and high school settings across Aurora in collaboration with Aurora Public School District and the Cherry Creek School District. The service provided by interns may include intake evaluations, individual and group therapy, family psychotherapy, crisis intervention, consultation, and case management. The youth served have a range of presenting problems, including significant history of traumatic experiences. Availability of this minor rotation experience is unknown till AFTER internship match.

Intern Selection Policy and Procedures

All completed applications, from students in APA-Accredited programs in clinical, counseling, or school psychology, submitted by the deadline will be reviewed by one or more members of the Psychology Training Committee and the Training Director. Applicants who submitted a completed application will be notified of interview status no later than **December 6, 2024**.

Based on the quality of the application and the goodness of fit between the applicant's training goals and the internship program, approximately forty applicants are invited to interview. **All parts of the interview day will be held via video conference** and interview days are scheduled for **January 7th, 8th, 14th, and 15th**. Interview days run 9:30am to 3:00pm (MST zone).

Invited applicants can expect the following on the interview day:

1. Each applicant interviews with members of the Psychology Training Committee in two individual interviews. Interviews may include a current intern or postdoctoral fellow.
2. Informational virtual tour and hour with the Training Director and psychology training committee to review the internship, agency, or other relevant factors of the internship program of interest to applicants
3. Question and answer hour with the current intern cohort

4. Question and answer hour with the Training Director to wrap up the day and offer time for any additional questions
5. Brief breaks and a 30-minute break for lunch provided

Optional events for applicants invited to interview:

- Virtual open house with the Training Director and members of the Psychology Training Committee on Wednesday January 22nd beginning at 5:30pm (MST zone)

Accommodations for applicants unable to access reliable video conference services should be addressed with the Training Director at the time an interview is offered.

For privacy reasons, neither the internship program nor applicants will record any part of the interview day, specifically individual interviews and meeting the current intern cohort, nor the optional events of the virtual open house and Q & A sessions with the Training Director.

Following the completion of the interviews, the Psychology Training Committee meets to rank order applicants, which is based on both the submitted application and the individual interview. The final ranking order is determined by consensus. 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.

Results of the APPIC Match constitute a binding agreement between the matched applicants and the program. **However, final appointment of applicants to the internship at AMHR is contingent on matched applicants passing a criminal background investigation.** This includes a name search through bureau of investigation units in States where the individual has lived for the past ten years. A search will also be conducted through the Department of Human Services. If adverse information is received, the applicant will be required to provide evidence of disposition. If an applicant has a drug-related offense, the individual will be required to provide evidence of disposition and may be required to submit to a drug screen upon hire and periodic drug tests. Each situation will be handled on a case-by-case basis. The agency's CEO will make all determinations regarding any adverse action taken.

- Per public health mandate all AMHR staff, including paid trainees, are required to receive an annual flu vaccine or provide documentation to request an exemption.
- AMHR has prioritized the health and safety of our clients and staff and all employees are required to be fully vaccinated against COVID-19. Proof of

vaccination will be required upon the first day of internship. Medical and religious exemptions may be requested.

Additional requirements exist for interns placed in rotations with school-based programs. Interns who are placed in a minor rotation for school-based programming will be required to submit to a supplemental background check per State of Colorado regulations for those programs. These background checks include the **Department of Human Services Child Abuse and Neglect, Colorado Bureau of Investigation, and Federal Bureau of Investigation.** Fingerprinting may be required. Interns may need to complete additional trainings that are provided at no-cost to the intern such as CPR training.

Post-Match Process for Rotation Assignment

Following the match process, the incoming intern cohort will be asked by the Training Director to provide confidential lists of ranked-order preferences for primary placement and minor rotations for the internship year. The intern matched to the International and Refugee track is automatically assigned to the Cultural Development and Wellness Center for primary, year-long, placement; however, they will be able to offer input on interest between the Asian Pacific Clinic and the Immigrant and Refugee Clinic.

The Training Director, along with input from the Psychology Training Committee, reviews the preferences and determines placement based on intern interest, rotation availability as a primary and/or minor option, and supervisor availability. The aim of the rotation assignment process is for interns to know before beginning internship their primary placement and the minor rotation assignments.

Commitments to Diversity, Equity, and Inclusion (DEI)

The Psychology Training Committee views the commitments to DEI and social justice as a critical, essential and fluid process requiring humility, courage, trust, and openness. We consider the process of increasing social justice and anti-racism efforts to be ongoing endeavors and opportunities for the professional and personal development of trainees. To this end we are committed to: challenging the biases and assumptions built into many of our systems of mental health care; ongoing work responsive to evolving community and agency circumstances; accepting responsibility for our learning as psychologists and supervisors; training from a cultural and trauma-informed lens; and respecting the inherent diversity of opinions and experiences that is part of any training program.

AMHR is committed to the values of diversity, equity, and inclusion and strives to ensure they are interwoven in the fabric of the organization. AMHR supports and nourishes an inclusive and welcoming environment for employees from diverse backgrounds, and welcomes diverse and unique viewpoints of employees. The agency aims to champion and promote staff engagement, peer networking, and leadership development. Under the umbrella of the Director of DEI, these are some of the ongoing efforts within the Center:

- Employee-membered Equity and Inclusion Council
- LGBTQ+ Employee Resource Group
- Helping Your People Excel (HYPE) Employee Resource Group
- Black Indigenous People of Color Employee Resource Group
- Anti-Racism Summit
- Workshops focused on creating safe spaces for LGBTQ+ peoples
- Ongoing efforts for peer networking spaces for all employees
- Racial Caucusing with other local internship programs in Colorado

AMHR's commitment to serving the community and working collaboratively with community partners on DEI and social justice efforts occurs in a variety of ways. When appropriate, these partnerships leverage sharing of evidence-based practices to further culturally responsive work and engagement within the Aurora community. A few examples of the collaborations: Crisis programs work with first responders and law enforcement; child programs work closely with department of human services; partnering with a community agency to provide a LGBTQ+ youth support group in Aurora; the Cultural Development and Wellness Center providing culturally appropriate care; and collaborations with community partners to address social determinants of health and health disparities.

Non-Discrimination Policy. Aurora Mental Health and Recovery and its subsidiaries comply with applicable federal and state civil rights laws. AMHR is an equal opportunity employer and an Affirmative Action employer and supports cultural diversity and inclusiveness. AMHR does not discriminate against qualified applicants or employees because of race, color, religion (creed), national origin (ancestry), gender, sexual orientation, political affiliation, age, size, marital status, veteran status, mental or physical disability, or any other status protected by state or local law. We are committed to maintaining an environment that respects the dignity of each individual in our community. We do not tolerate discrimination in any form or context including harassment or exclusion.

Additional Information

For further information about the internship program, including but not limited to program policies and procedures with regard to intern evaluation, remediation and due process, and criteria to successfully complete the internship, please contact the internship Training Director, Dr. Tiffany Erspamer at 303-923-6849 or via email at tiffanyerspamer@auroramhr.org. Email is the preferred method of correspondence.

Service Delivery. Interns matched with the AMHR internship program can expect to provide in-person and telehealth services via phone or video conference – commonly referred to as hybrid service delivery. The agency provides interns with an agency laptop and office work space with phone and printer access. Should interns find it necessary to provide telehealth services off-site, they are expected to use their personal telephone and internet services at their expense. The agency expects the same of staff and is mindful of the burden this could place on an intern.

The Federal Labor Standards Act (FLSA) and Internship. Based on the FLSA and agency decisions, psychology interns are considered non-exempt, benefited, hourly employees eligible for overtime pay. Non-exempt status does not change benefit packages or the training stipend provided the intern routinely works 40 hours a week.

- Interns are required to complete daily timesheets, receive daily paid break times, and take an unpaid lunch break each day.
- Interns are expected to work five days a week, Monday to Friday, with standard work hours aligned with clinical teams and agency standards.
- Interns are required to use their paid vacation time if travel to and from their home graduate institution is needed for job or postdoc interviews and for graduation ceremonies.
- Interns are expected to use sick time per the standards of the Employee Handbook.
- Interns working on dissertations while on internship should expect to complete this academic work on their own time on evenings or weekends.

It is of high importance to the internship training program and the agency that the psychology interns are supported with work-life integration. As such, interns are encouraged to keep work hours within the 40-hour week requirement Monday to Friday and to minimize the need to work excess hours in the evenings or on weekends. However, **it is possible during the internship year interns will surpass the 40 hour work week and receive overtime pay.**

Psychology Training Committee

These psychologists comprise the Psychology Training Committee and are listed in alphabetical order. All the psychologists participate in the recruitment, interview, and selection process for the internship program.

Kirsten Anderson (she/her/hers) graduated from the University of Denver, Graduate School of Professional Psychology Psy.D. program, and is the Chief Clinical Officer for the agency. She is a proud graduate of the internship program! Dr. Anderson's professional interests are disaster response, leadership, and therapy with at-risk adolescents.

S. Eri Asano, Ph.D. (she/her/hers) is a graduate of the Wright Institute and a psychologist at the APDC. Her role with the internship program is supervisory in nature with the APDC track intern, as well as contributing to various didactics during the year. Dr. Asano speaks conversational Japanese and has interests in AAPI, refugee and immigrant, multicultural issues and program development.

Christy Balentine, Ph.D., IMH-E®(IV) (she/her/hers) graduated from University of North Carolina-Greensboro. She is the Clinical Supervisor on the Child First (home-based treatment) team within ECFC. Dr. Balentine is endorsed as a therapist and reflective supervisor through the Colorado Association of Infant Mental Health. She has several certifications, including Child Parent Psychotherapy, Parent Child Interaction Therapy, and Circle of Security Parenting. Her role with the internship program is as supervisor at the ECFC and seminar contributor. Dr. Balentine's professional interests include attachment, dyadic assessment and treatment, and parenting teens.

Tiffany Erspamer (she/her/hers) graduated from the Regent University Clinical Psychology Psy.D. program. Dr. Erspamer also serves as the Training Director for the internship program. Her professional interests include training, supervision, DBT, suicide prevention, and child/family services. Outside of work, Dr. Erspamer enjoys hiking, skiing, and playing outside with her partner and dog.

Monica Gerber (she/her/hers) earned her Ph.D. from the University of North Texas, is a staff psychologist with the APDC and serves as the Coordinator of Clinical Services at the APDC. Her role with the internship is co-leader of the Cross Cultural seminar with Dr. Tien, didactic presenter, and supervisor. She too is a proud graduate of the internship program! Dr. Gerber's professional interests focus on refugee and immigrant health, multicultural psychology systemic oppression, and trauma.

Consuela Hegeman, PsyD (she/her/hers) graduated from George Fox University and completed her postdoc internship with Aurora! Dr. Hegeman returned to the ECFC team after completing her postdoc fellowship at the Irving Harris Program in Infant Mental Health and Early Child Development. She works as a part-time bilingual psychologist and clinical supervisor for the ECFC intern. Dr. Hegeman is passionate about providing services to the Spanish speaking children and families. Her professional interests include attachment, dyadic assessment and treatment, addressing trauma in young children, and perinatal/maternal mental health.

Daryl Hitchcock (he/him/his) is a graduate of the California School of Professional Psychology Ph.D. program in both Child and Cross Cultural Psychology. He is the Program Manager of the ECFC and is endorsed as an Infant and Early Childhood Mental Health and Reflective Supervisor. Dr. Hitchcock's role with the internship program is primarily as a supervisor support. Dr. Hitchcock played a key role in bringing state of the art training focused on LGBTQ+ issues to the agency alongside Dr. Olson. Dr. Hitchcock's professional interests include dyadic (relationship-based) assessments of families, attachment based therapy and trauma-informed treatment.

MyoungAh Hohm (she/her/hers) graduated from the University of Denver Counseling Psychology Ph.D. program. She is both a staff psychologist at the APDC and supervisor for trainees. Originally from South Korea, she is bilingual in Korean and English. Dr. Ah Hohm has interests in immigrant and refugee behavioral health care, trauma, chronic pain, CBT, mindfulness and EMDR.

Kelly Holmes, Ph.D., LP, NCSP (she/her/hers) earned her Ph.D. in school psychology from Loyola University Chicago. She is a licensed psychologist and a licensed school psychologist. She currently works as a psychologist for AMHR's Child and Family North clinic. Much of her therapeutic and research work has been trauma-focused. Dr. Holmes is certified in Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), and CAMS certified, a therapeutic framework for suicide-specific assessment and treatment. She enjoys mental health and educational advocacy work and has completed a fellowship with the Colorado Education Association (CEA). Lastly, Dr. Holmes enjoys adjunct teaching at the graduate level. Her current placement is at Pepperdine's graduate school of education and psychology, emphasizing consultation and university supervision of graduate psychology students on practicum.

Jung In Hyun, Ph.D., (she/her/hers) earned her degree from Biola University and is a staff psychologist with the Southeast Adult program. Dr. Hyun supervises doctoral externs completing practicum experiences in that program. Originally from South Korea, Dr. Hyun is bilingual in Korean and English. She is a graduate of the internship program as well! Dr. Hyun's professional interests are complex trauma, diversity, psychodynamic therapy, and promoting mental health service utilization. Outside of

work, Dr. Hyun enjoys traveling, cooking, hiking, and spending time with family and friends.

Courtney Klein, Psy.D. (she/her/hers) earned her degree from the University of Denver and is the director of crisis and withdrawal management services at the agency. Over her career, she worked in various community mental health centers, spent 15 years in private practice, founded a nonprofit, and oversaw many student training groups. She is always happy to teach, deep-dive, consult, or strategize with interns placed anywhere in the agency. Dr. Klein is passionate about SPMI populations, ethical and quality client care, retaining clients in treatment and programming, and increasing mental health awareness in the community. When not working, she loves spending time with her partner and family, following her elementary-age son around his world, cleaning up after her dog, and re-watching 30 Rock over and over.

Jackie Kuykendall (she/her/hers) obtained her Psy.D. from Alliant International University. In addition to her role as staff psychologist with the CRWC, she also serves as a supervisor for trainees and supports interns completing citizenship waiver (N-648) assessments. Dr. Kuykendall's current professional interests include refugee and immigrant mental health, multicultural psychology, and providing trauma-informed care. She has received specialized training and has experience in the fields of correctional psychology and First Responder/Law Enforcement mental health.

Melissa LaCelle (she/her/hers) earned her Psy.D. from Nova Southeastern University and completed her postdoctoral fellowship here at AMHR, dividing her time between two teams: Autism & I/DD Counseling Center - Adult and Community Living Program (CLP). Dr. LaCelle transitioned to staff psychologist on both teams for which she also supervises predoctoral interns and externs. Dr. LaCelle's professional interests include serious and persistent mental illness, complex trauma, intellectual/developmental disabilities, and multicultural issues. She is an animal enthusiast (ready to meet your dogs anytime) and loves anything outdoors, especially when that involves sunshine. Her corgi Pepper accompanies her on as many adventures as possible, the best kind of self-care.

Elizabeth Loewer (she/her/hers) graduated from the Regent University Clinical Psychology Psy.D. program. Dr. Loewer is a psychologist on the Southeast Adult team. Her professional interests include vicarious trauma/burnout prevention, religious/spiritual integration in the practice of psychology, family/couple therapy, and—having grown up internationally—cultural identity exploration. Outside of work, Dr. Loewer enjoys hiking, hosting, discovering new coffee shops, and baking way too many oatmeal chocolate chip cookies.



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Jeff Longo (he/him/his) earned his Ph.D. in clinical psychology from the University of Virginia and is currently a staff psychologist with the Southeast Adult Counseling Center. Dr. Longo has held many roles at the agency, including being Training Director of the internship program for over 17 years. He also created the Postdoctoral Fellowship program. Dr. Longo serves as an internship supervisor for interns placed with either the Southeast or Elmira Adult outpatient programs and is a didactic presenter on a number of topics. His professional interests include motivational interviewing, couples therapy, cognitive-behavioral therapy, and humanistic psychology. Dr. Longo is a proud member of the LGBT community and has lived with his partner for over 25 years. His personal interests include following collegiate and professional sports, classic and 80s Rock and Roll, hiking, jogging, and biking, frolicking with his dog, and metaphysical musings.

Amber Olson (she/her/hers) earned her Ph.D. from the University of Denver Counseling Psychology program and is the Vice President of Clinical Operations. Additional roles she's held at the agency include staff psychologist, manager, director of outpatient and school-based services, director of integrated programs, co-chair of the LGBTQ+ Inclusivity employee resource group, and oversight of the implementation of measurement based care. Dr. Olson played a key role in bringing state-of-the-art training focused on LGBTQ+ issues to the agency alongside Dr. Hitchcock. Her roles with the internship include supervisor and leading the year-long supervision of supervision seminar. Her professional interests are grief and loss, inter-professional collaboration and partnerships, supervision and training, and multicultural issues. Dr. Olson is an avid podcast listener, enjoys trying out new restaurants, and creating memories with her family.

Dawn O'Neil, Ph.D. (she/her/hers) earned her degree from the University of Cincinnati and is the director of all adult intensive services programs at the agency. She frequently leads seminars and also serves as the supervising psychologist for interns placed with the CLP rotation. Dr. O'Neil is passionate about serious and persistent mental illness interventions, risk assessment and crisis interventions, women's empowerment, and DBT. She unwinds by taking walks, camping, hiking, skiing, and overall just being outside in this beautiful state! Dr. O'Neil enjoys cats and a dog, which are essential to her self-care time. As a practicing vegetarian, she enjoys cooking as well.

Kelly Phillips-Henry (she/her/hers) is the CEO of AMHR. She earned her Psy.D. from Alliant University (formerly California School of Professional Psychology, San Diego) and her MBA from the University of Colorado. She is a passionate supporter of all psychology related training programs at the agency and hosts a seminar on professional development with the internship cohort each year. Dr. Phillips-Henry

has many interests ranging from healthcare administration, eating disorders, trauma, treating sexual abuse survivors, and marital/couple's therapy.

Christine Rufener (she/her/hers) obtained her Ph.D. from Saint Louis University four score and seven years ago. She has specialized in mental health program development and implementation with refugees and migrants in multiple countries around the world and has continued interests in supporting these populations with evidence-informed interventions. Dr. Rufener provides professional development training, as well as administrative and clinical supervision to trainees and interns in both our youth and adult refugee mental health programs and works as the clinical manager of the CRWC program.

Allison (Allie) Schwab, PsyD (she/her/hers) is a graduate of the PsyD program at Long Island University – Post in New York. She completed her pre-doctoral internship at the Colorado Mental Health Institute at Fort Logan. Dr. Schwab currently works as a clinician and certification holding psychologist on the Community Living Program (CLP) Team within the Adult Intensive Services Division. Dr. Schwab's clinical interests include SPMI, psychosis, community reintegration, and crisis intervention. Outside of work, you can find Dr. Schwab running road races, snowboarding, hiking, and attending pop-punk concerts.

Nai Chieh (Geri) Tien (she/her/hers) earned her Ph.D. from the University of Northern Colorado. She is the manager of APDC's clinical team. She has two primary roles with the internship program – supervisor at the APDC and co-facilitator of the Cross-Cultural seminar alongside Dr. Gerber. Originally from Taiwan, Dr. Tien is fluent in Mandarin Chinese. She is also a proud graduate of the internship program! Dr. Tien's professional interests are focused on individual, couples, and family therapy and multicultural issues.

Alan Toulouse, Ph.D., (he/him/his) graduated from the University of Nebraska and is currently a staff psychologist with the Child and Family South program. He has held a number of roles at the agency over the years. Dr. Toulouse's role with the internship program is supervisor for interns placed with the Child and Family South program. Dr. Toulouse's professional interests lie in child and family therapy, Autism Spectrum Disorder, assessment, and consultation.

Stephanie Van Horn (she/her/hers) earned her Ph.D. from Texas Tech University and completed her predoctoral internship at the Colorado Mental Health Hospital in Pueblo (CMHHIP). She remained on staff as a psychologist on the maximum-security competency restoration unit for her postdoctoral training. She has also worked for the state of Colorado in the role of forensic evaluator, conducting competency to proceed evaluations across the state. Prior to obtaining her current position as



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clinical supervisor of the Ascent team, she worked in a group practice setting conducting psychological test batteries and writing reports for a wide variety of referral questions (e.g., learning disabilities, neurocognitive disorders) and conducted competency to proceed evaluations in Texas through her solo private practice. She has provided testimony to the court on multiple occasions in her role as a forensic evaluator. As you've probably noticed, her primary interests are forensic and psychological testing and report writing as well as treating and advocating for individuals with serious and persistent mental illnesses. When she's not working, Stephanie enjoys hiking, kayaking, binge watching reality TV with her daughters, watching horror movies, and studying for her 200-hour yoga teacher certification.



Summary of Financial and Other Benefit Support

Annual Stipend/Salary for Full-Time Intern (non-exempt status)	\$42,000
Access to medical insurance for intern	Yes
Intern contribution to cost of medical insurance required	Yes
Coverage for family member(s) available	Yes
Coverage for legally married partner and domestic partner available	Yes
Hours of annual paid vacation (accrued over 12 months)	96 hours
Hours of annual paid sick leave (accrued over 12 months)	96 hours
In the event of medical conditions and/or family needs requiring extended leave, does the program allow reasonable unpaid leave to interns in excess of personal time off and sick leave?	Yes
Other Benefits: Bilingual compensation (if meet requirements) is 10% of salary based on hours worked Dental, Flexible Spending Plan, Life Insurance, Professional/Liability Insurance, Long-Term Disability Insurance, EAP	10% of salary based on hours worked