



**DOCTORAL INTERNSHIP IN CLINICAL and
HEALTH SERVICE PSYCHOLOGY
PROSPECTIVE APPLICANT AND PUBLIC BROCHURE**

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**Accredited by
The American Psychological Association**

*Questions related to the program's accredited status should be directed to the
Commission on Accreditation:
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Welcome from the Training Director

August 01, 2022

A warm welcome to you from Canvas Health. I hope this document serves to answer some of the questions you have about our training program as you make the important decision of where to apply for internship. You are always welcome to contact me directly with questions: mkrause@canvashealth.org.

I am excited for this upcoming training year as it will be my first full year in the position of Director of Psychology Training. I started at Canvas Health as an intern and have stayed with the agency since I graduated. When prospective interns ask why I stayed at Canvas Health, I can honestly share that our program offers a strong team dynamic, with providers that embody thoughtfulness, compassion, support, and strong clinical skills. This agency has also allowed me the opportunity to practice in many different areas of psychology including individual psychotherapy, clinical and forensic evaluations, and adherent DBT services, along with the opportunity to provide individual supervision to interns. I am looking forward to working with future cohorts of interns to offer the same breadth of training that I received, in an environment that is both challenging and supportive.

Our agency has recently become a Certified Community Behavioral Health Clinic (CCBHC), which provides unique training and opportunities to be exposed to a wide variety of services throughout your internship year (outreach, program development, outcomes measurement, trauma-informed care, cross-discipline collaboration, consultation, research, etc.). Please visit <https://mn.gov/dhs/partners-and-providers/policies-procedures/adult-mental-health/ccbhc/> for information about the CCBHC model. This model allows Canvas Health to provide much needed services, that are holistic in nature, to underserved members of our community. If you are interested in community care, collaboration between providers, and broad training from a well-established program, we invite you to apply!

I think it is important to emphasize that Canvas Health continues to take COVID-19 seriously, offering weekly monitoring and reporting on community transmission levels in the counties to which we provide services. We are excited to be moving back to a fully in-person internship program (as long as it is safe to do so) in order to provide you with the best experience possible. However, we have established strong protocols that allow us to practice remotely, if necessary, while continuing to offer all of our rotations, didactics, supervision sessions, and department meetings. Our goal is to grant you the training you desire, while keeping you safe and healthy.

I do hope you have some energy left for your internship year, because we have a lot to offer you. Best of luck to you in your search for an internship home for the year. I hope we get to meet you.

Sincerely,

Morgan Krause, PsyD, LP
Lead Clinical Psychologist and Director of Psychology Training
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Internship Overview

Interns apply for and are matched to either a Child/Adolescent- or Adult-Track internship. Canvas Health (formerly, Human Services, Inc. or HSI) has traditionally trained two Adult-Track and one Child/Adolescent-Track intern for the past 24 training years (since 1995-1996). Interns select which internship experience to which to apply and are ranked for their fit within the expectations of that program. Some applicants request to be considered for both the Adult and Child/Adolescent internship tracks, and this request is generally accepted; these applicants are separately considered for ranking in both the Adult and Child/Adolescent tracks. The internship track to which the intern is matched determines their secondary rotation experiences (described below).

Primary assignments. All interns complete year-long assignments in Outpatient Services and Psychological Services.

Outpatient Services. All interns build a caseload of individual therapy clients seen through our Outpatient department. The number of clients in an intern's caseload is calculated based on their time in other programs and can vary over the course of the training year. Additionally, all interns are invited to attend the regularly scheduled interdisciplinary team meetings held in Outpatient Services.

Assessment/Psychological Services. All interns spend approximately 12 hours of each week in the Psychological Services rotation, completing psychological evaluations. Clients/examinees are referred by court and social service programs, or are Canvas Health clients who present diagnostic dilemmas to their treating providers. Interns routinely plan for assessments in consultation with the Chief Psychologist and/or Training Director, consult with referral sources, administer, score, and interpret assessment measures, write integrated psychological reports, bill for services, and conduct feedback sessions. Interns also attend a weekly assessment seminar and a monthly psychology staff meeting. Interns may have the opportunity to observe more experienced staff as they conduct forensic evaluations and provide court testimony.

Secondary rotations are either 6- to 12-months in length. Rotation sequence is determined in the beginning of the training year based on organizational, educational, and logistical considerations.

Adult-Track Interns

A. Adult Adherent Dialectical Behavior Therapy (DBT). Adult-Track interns participate in a rotation through Adult Adherent DBT across the training year. Interns serve a 6- to 12-month rotation in DBT Skills Group and are embedded in the DBT team all year, attending the weekly adherent DBT consultation group and treating DBT group members in individual therapy. They receive eight (8) hours of DBT training during their orientation period and six (6) hours of group consultation in DBT per month. Interns provide 24-hour coaching call

availability to the individual clients for which they provide services. Because of their elevated risk factors, DBT clients are thoughtfully selected by both the DBT team and primary supervisors and supervisors are available at all times for consultation.

B. Adult Day Treatment Rotation. Adult-Track interns complete a 6- to 12-month rotation in the Adult Day Treatment SPMI Program. Clients in this program are typically identified as having severe and persistent mental illness and commonly have diagnoses such as Bipolar Disorder, Major Depressive Disorder, Schizophrenia or other psychotic or personality disorders. Many enter the program after having been stabilized at a hospital or after having been diagnosed with a mental illness for the first time. This rotation involves approximately 10 hours per week for one year. The intern serves as a treatment group co-therapist, makes psycho-educational presentations, and participates in weekly multi-disciplinary staff meetings. Empirically supported treatments – Illness Management and Recovery (IMR) and non-adherent DBT – are integrated into this program, and interns learn and deliver these treatments.

Child/Adolescent-Track Interns

Child/Adolescent Track interns will complete 6- to 12-months in the following rotations:

A. Therapeutic Learning Center Rotation. Therapeutic Learning Center (TLC) provides day treatment services in a center-based daily therapeutic environment for children ages 11 to 17 whose mental health needs are impacting learning and school attendance. Collaboration between the family and school districts helps to build the appropriate skills for the child's successful return to their community school. Special educational needs of the child are met in the context of a treatment program that includes medication management, individual, group and family therapy. Children attend this program daily during normal school hours, including summer sessions, and are referred by school districts. Services take place in the middle school of the Canvas Health mental health center. This rotation typically requires approximately 8 hours per week, including attendance at weekly TLC meetings.

B. Early Childhood Clinical Services. Early Childhood Clinical Services offers assessment of children age five and under by teaming with parents and caregivers. They gain clarity and increased understanding of a child's struggles in order to provide individually tailored recommendations and interventions. They provide specialized assessment as well as psychotherapy and/or skills training. Staff are trained in evidence-based interventions that include: Parent Child Interaction Therapy (PCIT), Trauma Informed-Child Parent Psychotherapy (TI-CPP), Trauma-Focused CBT, and Circle of Security (COS). PCIT certification may be obtained during the internship year. Interns will complete training in DC:0-5 (Diagnostic Assessment for Young Children) prior to the beginning of the internship year.

| Child/Adolescent Track Intern Sample Schedule |
|---|
| Outpatient Services (individual/family therapy) 12 months |
| Psychological Services (psychological evaluations) 12 months |
| Early Childhood Clinical Services 6 to 12 months |
| Therapeutic Learning Center (TLC) 6 to 12 months |

| Adult Track Intern Sample Schedule | |
|---|---|
| Outpatient Services (individual therapy) 12 months | |
| Psychological Services (psychological evaluations) 12 months | |
| Adherent DBT Consultation/Individual clients 12 months | |
| Adult Adherent DBT Skills Group 6 to 12 months | Adult Day Treatment Group 6 to 12 months |

Additional Learning Experiences: In addition to primary and secondary rotations, all interns participate in the following learning experiences.

Didactic Trainings. The Canvas Health internship program provides weekly 60- to 90-minute seminars presented by the training staff, the interns (in their case conferences), Canvas Health clinical staff, and community professionals. The didactic sequence of training is organized into topics that address assessment, outcome measurement, treatment, ethics, diversity, professional issues, professional development and correctional/forensic practice. Topics for the year are flexible, and are planned by the Director of Training in consultation with the Training Committee, the previous year’s intern cohort, and the current interns.

Journal Club. Interns participate in a monthly, 60- to 90- minute journal club with their cohort, Training Director, and other interested members of the Training Committee. During

these meetings, each intern will bring a research article from a peer-reviewed journal that explores an aspect of individual or cultural diversity as it relates to an identified topic of the month (e.g., personality assessment, applications of CBT, etc.).

Case Conferences. All interns present two (2) 90-minute case conferences per year. The first case conference is focused on an assessment case and the second one focuses on a treatment case. Interns select a case and present relevant research that illuminates a facet of the client's presentation, discussing how the available research addresses the clinical questions. They incorporate measurement of relevant clinical outcomes including use of the HDI in both presentations. The case conferences provide interns opportunity to polish their presentation and teaching skills, research the clinical topic of their choice, synthesize the research and use it to aid case conceptualization. These presentations are available to all Canvas Health staff via televideo broadcast and are recorded and uploaded to Relias Training (online learning platform) for Canvas Health staff to watch at a later time. These presentations have been well-received and supported by the agency, who views them as valuable in-house presentations on relevant clinical topics.

Process/Countertransference group: A year-long Process/Countertransference group provides a non-supervisory space for interns to consult with each other and a non-supervisor group leader. Integration of individual and cultural diversity that impacts interns, agency locale, and the impact on clients is a core component. This group is open ended in a manner for interns to consult about any potential concern that do not yet meet need for concern that would require supervisory input. However, the leader also encourages consideration of a variety of themes including promoting self-care, adjustment to Canvas Health work culture, encouraging team cohesion and support, promoting personal vulnerability, and discussing the multicultural and systemic impacts on their personal experiences.

Consultation Seminar. A four-week Consultation Seminar provides the interns with an opportunity to increase competency in the role of consultant. There is a particular focus on communicating with consultees who referred for psychological testing, and working with consultees within the legal system. Goals include defining multiple roles of consultant/consultee relationships, discussing ethical implications of consultation, increasing knowledge of the ethical issues that are specific to the role of consultant, and increasing consultation skills in a forum in which interns are able to discuss current issues and cases. Each meeting lasts 60-90 minutes. There are no required readings.

Supervision Experiential. In support of the apprenticeship model of training in psychotherapy supervision, interns are required to participate in structured peer-supervision practice sessions to develop their skills during the training year. These one-hour sessions are facilitated by a Canvas Health training committee member and occur weekly for 8 to 12 meetings.

Institutional and Program Context

Type of Program

Sponsoring Institution. Canvas Health offers over 35 clinic- and community-based programs in the greater Twin Cities area. Our highly skilled, compassionate clinicians provide services to people coping with mental illness, substance use, abuse, crisis, unstable housing, and trauma. As a nonprofit community-based agency, Canvas Health acts as a safety net provider, serving those with complex needs who may not otherwise be able to afford care.

Length of Program. The doctoral internship at Canvas Health is a one-year, full-time program; we do not offer half-time internships. Interns are expected to work a minimum of 40 hours per week, for a total of 2,080 hours.

Site(s). The internship program is primarily housed in the Oakdale office, though interns may also provide services through one of our other suburban clinics.

Program Setting

Agency Mission

The mission of Canvas Health is to bring hope, healing, and recovery to the people we serve.

Services Provided at Canvas Health, an Overview

Child and Family Services helps children with severe emotional and disruptive behaviors, and their families, to improve the level of functioning in home, school, and community settings. Programs and services include assessment, individual/group/family therapy, case management, independent living skills, family treatment for families with multiple chronic issues, day treatment for adolescents unable to attend their community school, and supplemental therapy and support for children enrolled in special education programs.

Adult Mental Health works to improve the quality of life and maintain the independence of adults affected by mental illness or emotional disturbances. Direct services include assessment, individual/group/family psychotherapy, medication management, ARMHS, housing and employment support.

Mobile Crisis Response Services provides immediate response to Anoka and Scott counties, as well as five counties in East Central Minnesota for clients in crisis after appropriate screening and triage from on-call crisis professionals or the Crisis Clinic. All initial crisis response services are provided face-to-face in the client's home or crisis location. Crisis stabilization services may also be provided as a follow-up to the initial crisis.

Wrap-Around Services include housing, employment, and service coordination; these are activities that provide the programming and links that enhance and strengthen the client’s experience with the agency’s mental and substance use services. We are the only provider of supportive housing for homeless men and women with mental illness in Washington County.

Abuse Response Services serves victims of sexual assault and teen relationship abuse in Washington County. The program offers a range of services, including 24-hour telephone crisis response, short-term counseling, 24/7 response to local hospital emergency rooms, support groups, legal advocacy, Safe at Home application assistance and community education. All services are free.

Substance Use Services provides case management, assessments, counseling, and treatment. We also offer permanent supportive housing for chemically dependent and homeless single parents with children.

Interns provide Adult Mental Health and Child and Family Services. They may have interprofessional relationships with providers in any of the other service areas.

Geographic Setting and Demographics

Canvas Health is primarily embedded in and serves the residents of Washington County, Minnesota, though agency growth has expanded its reach into neighboring counties.

Washington County is in the eastern section of the metropolitan area of St. Paul and Minneapolis. The county is approximately 45 miles long and 15 miles wide. It extends from suburban St. Paul on the west to the St. Croix River on the east, and from Forest Lake in the north to Hastings in the south. Washington County encompasses suburban communities, as well as rural and small-town areas. Stillwater is the county seat. Other major population centers in the county include Cottage Grove, Forest Lake, Oakdale, and Woodbury. The population of the county, which currently is approximately 250,000, includes the full range of socioeconomic classes.

Minnesota’s racial and cultural demographics are changing. In the 2017 census, approximately 16% of Washington County residents were non-white, slightly lower than the Minnesota percentage of 20%. This is a change from the 2010 census, in which approximately 12% of Washington County residents and 14% of Minnesota residents were non-white.

Washington County demographics (2017) are displayed in the following table:

| | Washington County | Minnesota |
|--|-------------------|-----------|
| White | 83.7% | 79.9% |
| Black | 4.07% | 6.40% |
| American Indian and Alaska Native | 0.33% | 0.96% |
| Asian | 5.36% | 4.88% |
| Native Hawaiian and Other Pacific Islander | 0.06% | 0.03% |

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| | | |
|--------------------------------------|-------|-------|
| Persons reporting two or more races | 2.45% | 2.41% |
| Persons of Hispanic or Latino origin | 3.92% | 5.32% |
| White persons not Hispanic | 83.7% | 79.9% |

Income varied by location and is represented for the same census period in the following table:

| | Washington County | Metro | Minnesota |
|--|----------------------|----------|-----------|
| Median household income (2017) | \$89,598 | \$76,856 | \$66,388 |
| Persons below poverty level, percent (2017) | 4.96% | 9.36% | 10.50% |

Doctoral Internship in Clinical and Health Service Psychology (APA-Accredited)

Internship History

Canvas Health developed its internship training program in 1975. It has been accredited by the APA since 1987. Prior to seeking separate accreditation, Canvas Health was a member of the University of Minnesota Medical School's accredited consortium internship. The importance of training has been recognized by the Board of Directors of Canvas Health and funds have been approved to support training. Training facilities were included in the Oakdale site when it was built in 1980 and additional training resources were created in a 1998 building addition.

Internship Mission and Training Philosophy

The mission of the Doctoral Psychology Internship Program in Clinical and Health Service Psychology at Canvas Health is to train interns in the practice of clinical psychology in a community mental health center. The psychologists in this setting apply the empirical knowledge and conceptual models of psychology to the problems experienced by individuals and families in the community. We believe that internship is a time for generalist, rather than specialized training. Therefore, Canvas Health trains interns in the broad range of skills needed by clinical psychologists in a community setting. Canvas Health considers its internship a practitioner-scholar program.

Clinical psychologists working in the community must be able to assess the wide range of psychological problems encountered in the general population. In addition to understanding the psychological functioning of an individual, psychologists strive to understand all the systems which impact that person including, but not limited to family, culture, gender, economic conditions, peer relationships, living environment, work or school setting, the legal system, the healthcare system and the social services system. Understanding how clients influence and are influenced by each of these systems enables psychologists to consult effectively with members of these systems.

Understanding clients in their full context allows psychologists to select the most potent strategies for intervention. Because no one approach has been found to be most effective for all problems, psychologists must be able to evaluate and utilize several therapeutic approaches. They must use critical thinking combined with empathy. They must be knowledgeable and skilled in both the science and art of therapy. In the community setting, psychologists represent psychology to clients, the legal system, other professionals and the general public. Therefore, interns must develop well-defined professional roles that incorporate the ethical standards set forth by the American Psychological Association and also abide by laws regulating the practice of psychology. Canvas Health's training program is designed to offer supervised practice to develop those skills and roles.

The Canvas Health internship is focused on clinical care and follows a practitioner-scholar model. However, we welcome interns from diverse training models, including those with strong research interests and backgrounds. Research at Canvas Health is taught and practiced as a tool to support more effective diagnosis, treatment, and consultation. Interns do extensive preparation and literature reviews for two case conferences per year. Canvas Health's own assessment instrument, developed by

staff along with a former intern, is an example of the agency's support for research designed to improve care. Interns are permitted to conduct research relevant to the client populations and services provided at Canvas Health and are also invited to participate in ongoing development and research with Canvas Health's assessment instrument. In many years, interns have contributed to a research project and presentation. If interested, interns may take on a data set from Canvas Health to better understand the process of program evaluation and outcomes, guided by one of the faculty.

Canvas Health values the exploration of individual and cultural diversity, and promotes staff and intern awareness of their own and others' cultural identity and impact on personal experience, vulnerability, and appropriate diagnostic and treatment decisions. The training program supports this process through a year-long countertransference process group, and a series of consultation seminars. Early in the training year, the program supervisors and interns do a reciprocal culture sharing event, usually in two of the didactic seminar times. In addition, the program includes didactic seminars on diversity, culture, and their impact on mental health. Beginning in the 2020-21 training year, interns started participation in a monthly journal club focused on diversity. Interns also select and read books and essays each year as a group with staff participation, and may attend theater events, films, explore cultural resources in the area, and discuss these events as a part of the process of enhancing their understanding of the effects of culture and diversity on the practice and mission of psychology. These events vary each year as opportunities and special interests present themselves.

Canvas Health intends that by the completion of the internship, interns will have gained supervised experience and refined their skills with diverse clients and clinical problems. They will have assessed and treated individuals reflecting a broad range of acute and chronic psychopathology, using skillful interviews and integration of a range of assessment tools. They will have conducted interventions with and assessed persons who are potentially suicidal or violent. They will have worked with clients from diverse economic and cultural backgrounds, and with clients who voluntarily sought treatment as well as clients required to participate in treatment. They will have competence in consulting with families, service agencies, and other clinicians. By completion of the internship, interns will have developed advanced, post-internship levels of competence so they can function independently as psychologists, requiring no more than two hours of weekly supervision as required by the Minnesota Board of Psychology prior to licensure.

Administrative Responsibilities Related to Cultural and Individual Differences and Diversity

The Canvas Health internship training program is in full agreement with the statement provided by the Commission on Accreditation regarding the administrative responsibilities of training programs related to cultural and individual differences and diversity. Their words echo our sentiments and operating expectations:

“The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists. The Commission on Accreditation defines cultural and individual differences and diversity as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. The program has made systematic, coherent and long-term efforts to attract and retain interns and faculty/staff from diverse backgrounds into the program.

Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of individuals who are diverse and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training, either directly or by imposing significant and disproportionate burdens on the basis of the personal and demographic characteristics set forth in the definition of cultural diversity.”

We agree, and we commit. We operate in a manner that recognizes the importance of training interns in recognizing, appreciating, respecting and effectively working with clients across cultural and individual differences. We also operate in a manner that recognizes the importance of training interns who self-identify as being individually and/or culturally diverse as we believe in the importance of increasing the number of practicing psychologists from underrepresented groups.

Canvas Health has no religious affiliation or purpose. Its admission and employment policies are not informed by religious or spiritual affiliation. We avoid any action that would restrict program access on grounds that are irrelevant to success in graduate training, either directly or covertly. In our recruitment and selection process, we do not ask applicants to disclose information that is protected under laws enforced by the U.S. Equal Employment Opportunity Commission (EEOC). We highly value growing and nurturing the diversity of our internship program and we give diversity full consideration in our selection process, making selection decisions that will increase the diversity of our intern cohort and, in turn, our program.

As a training program, we hold the expectation that psychology trainees are in development to become independently practicing psychologists and it is part of our value system that we produce future psychologists who are welcoming to all who seek their services and who do not engage in discriminatory practices. We set this expectation early in the training year, by making discussions about differences, perception, frameworks, and bias a normal, routine part of our work together. The culture sharing activity is a way in which we, as staff, engage in cultural self-examination and talk openly about our unique diversity factors and lenses. The interns then follow suit and engage experientially with this material as well, sharing with their peers and supervisors. When interns are meeting with clients who are different from them in ways that make them uncomfortable, we encourage self-exploration, supervisory conversations, leaning into discomfort, and finding ways to bridge connection. Should the interns feel worried that they may be judged negatively by supervisors for having these thoughts or feelings, the Process/Countertransference group is intended to be a place for them to talk about these experiences in a space away from supervisory staff.

Because we believe that competent, respectful service delivery to all individuals who seek our services is a responsibility of practicing psychologists, we develop this competency in our interns. They are evaluated on their ethical awareness of and sensitivity to individual or cultural differences in their work. We do not penalize for imperfection. We do penalize for refusal to work with clients because of their ethnicity, race, religion, gender identity, sexual orientation or other individual or cultural difference. We hold the expectation that our interns will use their internship year to practice challenging the limitations of their own personal perspectives and pushing themselves to work with clients across differences. Again, we do not penalize for imperfection, hesitancy, or discomfort; we do find flat refusal to be unacceptable.

Program Climate

Individual and Cultural Diversity

The internship program makes multiple concerted efforts to foster a learning environment that is appropriate for training diverse interns. The murder of George Floyd in 2020 affected the Minneapolis/St. Paul community deeply and prompted a shift in the climate of the agency and of the internship program, awakening a need for deeper examination of systemic racism and its impact on all of us - clients, interns, staff and wider community. Since summer 2020, Canvas Health contracted with a local psychologist, J. Phillip Rosier Jr. Psy.D., LMFT to provide process time to agency supervisors and managers and to conduct several process group/safe space sessions for BIPOC staff and interns. They have also developed a public library of diversity related media for staff use and host Pride Lunch N' Learn weekly trainings throughout the month of June. Finally, the agency has invested in the services of a Diversity, Equity, and Inclusion consultant to assist with improving diversity throughout Canvas Health. The internship program determined that it is imperative that diverse perspectives and experiences be more deeply and regularly woven throughout the training curriculum and has implemented the following: one-hour training on microaggressions presented by Jordan Jones, MSW, LICSW, a Canvas Health staff member who identifies as Biracial – Black and White; monthly diversity journal club to begin training year 2020-21; establishment of an internship diversity subcommittee (open to interns); attendance of an internship training committee member and intern/s in the Canvas Health Diversity Committee; and discussions of avenues for reporting/processing microaggressions experienced on internship.

In general, prior to the events of 2020, Canvas Health as an agency holds “diversity” as one of its foundational pillars. The agency requires that each employee complete three CEUs annually in educational topics related to cultural diversity. Opportunities for these learnings are typically announced by members of Canvas Health’s diversity committee and many are offered in-house for ease of access. Additionally, in 2019, two Canvas Health staff members initiated a process group called the “Systemic Racism Dialogue Group” after attending a conference on diversity hosted by Kente Circle, a local organization. The group meets monthly with the intention of providing Canvas Health staff a safe space to process matters related to race and racism. The Training Director is a group participant and at the request of the Training Committee, disseminates recommended readings and resources from the Dialogue Group to the Training Committee for reflection.

In addition to these institution-level initiatives, the Training Committee is also committed to fostering an atmosphere in which all cultural lenses are welcomed. I offer you the section of our internship training manual that summarizes our attitude toward multicultural practice and our efforts to be open in our dialogue about race, culture and the multitude of ways in which individuals are unique:

MULTICULTURAL PRACTICE

Throughout your internship year, you will be offered many opportunities to increase your cultural awareness and your ability to competently practice through a multicultural framework. At the start of internship, the interns and primary supervisors participate in a culture-sharing activity, using Pamela Hays’ ADDRESSING framework as a guide to sharing one’s own unique set of cultural and diversity factors with others. This exercise is intended to increase your awareness of your own cultural lenses and how they impact the way you view the world, including your clients.

The Psychologists' Group meets monthly and each year, we jointly select and read a book that exposes us to another cultural framework. We then discuss the book together. In past years, we have attended plays as a group, then discussed diversity factors over dinner. Please bring your ideas for multicultural awareness activities to the group.

Several of our didactic presentations are intended to expose you to diverse perspectives. Some past didactic topics have addressed LGBTQ identity development and issues in therapy, spirituality, culture of poverty, and feminist theory.

You are strongly encouraged to use Pamela Hays' ADDRESSING framework with each of your clients so you can best understand the areas in which they may experience marginalization, discrimination, or privilege or may hold values and beliefs that are very different from yours. We are a community mental health clinic and it is part of our mission to serve our community. Some of those clients may be difficult for you to work with. Discuss your reactions and responses to your clients in your supervision – primary or rotation – each week.

The process/countertransference group is a place designed to be a non-supervisory, safe space where you are encouraged to bring your reactions and responses to clients who may be different from you and to explore them with your peers. This space is intended to allow for vulnerable self-exploration regarding your growing multicultural awareness.

Canvas Health requires all employees to complete three hours of continuing education annually on topics that increase their multicultural competence. Some of those trainings are free and are offered on site; please take advantage of them.

Canvas Health participates annually in the PRIDE parade by hosting a booth and providing warm outreach to the LGBTQIA+ community. You are welcome to participate in this event as well. Email sign up occurs annually.

The above is offered as an illustration of our program-level efforts to operationalize our ideals around creating an atmosphere that is welcoming to all interns, staff and members of the training committee, as well as to clients and to actively remain aware of our own lenses and to practice challenging them and their limitations. Regular practice at holding challenging conversations around race and cultural and sexual/gender diversity is an important part of our culture at Canvas Health and in the internship, and we hope it fosters a safe space for individuals who self-identify as being from historically marginalized groups.

Supportive Learning Environment

The program maintains an environment that is infused with courtesy, respect and collegiality. It is the expectation of the program and of the Training Director that interns are treated respectfully at all times. Interns are provided with formal opportunities three (3) times each year to provide written feedback on the quality of their primary supervisor, their rotation supervisor(s), the Training Director and the internship program in general; feedback on their perspective of these relationships is sought at these times. Informally, individual relationships with each intern are sought, developed and maintained by the Training Director so that each intern has a direct relationship to the Training Director and direct avenue to report any concern they may have about their internship experience. Because of the power imbalance inherent in being an intern, the program understands that it may be frightening for interns to report concerns about their supervisors. An additional avenue for problem-solving in this area is that of

the Process/Countertransference Group. Information shared within this group is not shared with the Training Committee. It is intended for an intern to have this space for support and for the exploration of potential solutions should they have concerns about their experience during the program.

Interns have strong supervisory support. Primary supervisors are accessible to the interns in person, and via telephone, text message and email. Interns are not limited to the supervision of the two (2) primary supervisors. They have a list of cell phone numbers of other licensed and unlicensed providers who are available for consultation should a need arise during a time in which neither of the primary supervisors is available. That list includes secondary supervisors, the Director of Outpatient Services, and other members of the Training Committee.

The internship program encourages a strong cohort bond. The program ensures that interns have ample time to develop relationships with one another in a cohort, so they are able to develop relationships with other professionals at their level of training. To support them, supervisors – primary and rotation – serve as appropriate professional role models and encourage their engagement in the program’s learning activities, all of which is designed to be appropriate to training in the core competencies of psychology.

Opportunities are provided to interns for collegial interaction with professionals or trainees in other disciplines. Because our interns are embedded in a Community Mental Health Clinic, they work alongside professionals from other disciplines. They co-facilitate group therapy not only with psychologists, but also with Licensed Professional Clinical Counselors (LPCCs) and Licensed Marriage and Family Therapists (LMFTs). They have routine contact with psychiatric prescribers, including Medical Doctors and Psychiatric Mental Health Nurse Practitioners and with case managers in both mental health and child protective services. They may have contact with Probation or Parole Officers in their work with involuntary, court-ordered or court-referred clients. They routinely provide services alongside professionals in Substance Use Disorders. Interns also work alongside administrative assistants, billing staff, human resources professionals, information technology professionals, and our Chief Executive Officer, Chief Operations Officer and Chief Financial Officer. Each contact exposes them to the working world and the various interoperating roles that comprise the network of care for clients.

Aims, Training, Competencies and Outcomes

Required Profession-Wide Competencies

The aim of the internship is to train each intern to competence in each of the nine (9) required Profession-Wide Competencies identified by the APA.

1. Research
2. Ethical and Legal Standards
3. Individual and Cultural Diversity
4. Professional Values, Attitudes, and Behaviors
5. Communications and Interpersonal Skills
6. Assessment

7. Intervention
8. Supervision
9. Consultation and Interprofessional/Interdisciplinary Skills

Learning Elements to Develop Competencies

Please see the Canvas Health Doctoral Internship in Clinical and Health Service Psychology Training Manual for more information about competencies, learning elements, and minimum levels of achievement.

Intern Eligibility, Recruitment, and Selection Policy

Eligibility

1. Graduate students from APA-accredited doctoral programs in professional psychology are eligible to apply. We do not require a Master's degree to have been conferred.
2. Canvas Health does not require United States citizenship.
3. Incoming interns will be required to complete a background check prior to the start of the training year.
4. Drug and alcohol screenings are not required to begin internship. However, if drug or alcohol use in the workplace is suspected, an employee or intern may be asked to submit to a drug/alcohol screening test.

REQUIRED PRIOR DOCTORAL PROGRAM PREPARATION AND EXPERIENCES:

1. Comprehensive examinations must have been passed.
2. Dissertation application must be accepted before the beginning of internship. The dissertation need not be defended by the beginning of internship, but the program cannot support the intern's dissertation time unless it concerns Canvas Health programming.
3. Minimum of three (3) years of graduate training must be completed, with 300 hours of practicum training in intervention, and 200 hours of practicum training in assessment.
4. Graduate coursework in psychopathology and familiarity with diagnostic practice.
5. Graduate coursework and practicum training in psychotherapy and psychological interventions with adults and/or children.
6. Graduate coursework and practicum training in cognitive and personality assessment of adults or children, and practicum or other experience in preparing professional psychological evaluations. Applicants should have competence in using cognitive, personality, and other diagnostic tests appropriate to their age specialty. Applicants should have written a minimum of eight (8) integrated psychological reports.

7. Verification from the Director of Training of the applicant's graduate program that the applicant will have completed all graduate coursework and any comprehensive examinations required by his/her program prior to internship start date.

Recruitment

Canvas Health seeks interns with strong oral and written communication skills, thorough preparation in clinical assessment and psychotherapy, efficient time management skills, emotional maturity, comfort and flexibility with emotionally challenging situations and conflict management, and personal commitment to the profession.

Canvas Health is committed to fostering diversity in its training program and in the profession; members of diverse ethnic and cultural groups, gender identities, sexual orientations, ages, abilities, religions, identities and experiences are strongly encouraged to apply. The following guidelines are followed to ensure that all interested prospective interns are welcome to apply for internship at Canvas Health:

The agency and internship program seek to maintain an inclusive and welcoming cultural climate, recognizing that the quality of work life is an important feature of attracting and retaining talent, including culturally and individually diverse professionals and interns. The program has maintained relationships with former interns who have graduated and left the agency, incorporating them in didactic seminars and other training events.

The Training Director attends diversity and cultural competency programming at conventions, maintains relationships with other internship programs in the Twin Cities, and seeks interns and staff who are culturally and individually diverse.

Interns who self-identify as being from underrepresented groups in psychology are encouraged to represent the program to their academic program and peers as an option for training.

The APA Minority Fellows program has been a helpful source of potential interns, and the Training Director has written annually to its Fellows to invite them to consider Canvas Health for internship.

The program lists its didactic offerings of the previous year in its website description of the program, which is available to prospective interns. This listing allows prospective interns to see evidence of the program's commitment to enhance the cultural competence of interns and supervisors.

The program routinely evaluates all applicants for internship during its selection period, expanding the likelihood that all qualified applicants of diverse backgrounds will be fairly considered. Rankings of applicants consider a broad range of attributes including the potential a candidate has not only to succeed in the program, but also to contribute to the diverse perspectives, quality and richness of a training cohort. The rating sheet for applicants includes an area for the reviewing Training Committee member to identify that the applicant has identified as being from an underrepresented group.

During the Match process, the program commits to ranking candidates in a manner that makes it likely that at least one applicant who self-identifies as being of a minority group is selected.

Application Procedures

If you wish to apply for the doctoral psychology internship at Canvas Health, please send:

1. A completed APPIC Application for Psychology Internship form, filed electronically. You can access this form from APPIC's web site: <http://www.appic.org>, and click on the *AAPIC Online* link.
2. Please include in your **supplemental forms on the APPIC application**
 - a. a cover letter, and
 - b. a psychological assessment report prepared by you.
3. In your cover letter for the above supplemental forms, please indicate whether you are applying for the Child/Adolescent-Track or Adult-Track internship. You may apply for both.
4. We welcome your self-identification of diversity factors.
5. Please include among your **letters of recommendation**, one from the supervisor of your assessment practicum and one from the supervisor of your psychotherapy practicum.
6. Please include your graduate program transcript, as specified by the APPIC directions for the electronic application.

All materials should be directed through the APPIC process to:

Morgan Krause, Psy.D. LP
Director of Training
Canvas Health
7066 Stillwater Boulevard
Oakdale, Minnesota 55128
(651) 777-5222
mkrause@canvashealth.org

Selection Process

Applicants who are invited to interview will be notified by email on the interview notification date. They are provided with instructions for when and how to schedule the interview. The APPIC Board of Directors recommends that internship programs offer virtual formats for the selection process. This policy helps ensure safety and equity of candidates, both of which are highly valued at Canvas Health. As such, **all interviews for training year 2023-2024 will be conducted via televideo (preferred) or phone.**

We typically hold interviews over a two-week period in early- to mid-January. Interns first meet with a member of the training committee for a 30-minute structured interview. This is followed by a 30-minute unstructured interview with the Training Director. We have a virtual office tour available for you to view. We will be offering three different group Q&A sessions with our current intern cohort in January (60-minutes each, virtual) so that you may have a chance to get their perspective on their internship experience. The current intern cohort is usually quite willing to provide their contact information for interviewees for follow-up questions.

If an applicant wishes to meet a specific Training Committee member, it is recommended that they make this request to the Training Director as early as possible in advance of their interview date, so that arrangements can be made.

As a member of APPIC, Canvas Health agrees to abide by all APPIC policies, including the policy that no person at this training facility will solicit, accept or use any ranking-related information from any intern applicant.

Supervisor/Faculty/Staff Leadership

Program Leadership

Morgan Krause, Psy.D., L.P. is Lead Clinical Psychologist and Director of Psychology Training. She completed her doctoral training at Minnesota School of Professional Psychology at Argosy University/Twin Cities and the Chicago School of Professional Psychology, Washington DC campus and completed her doctoral internship at Canvas Health. She treats children and adults, completes forensic and clinical evaluations, and conducts the supervision experiential module for the internship. She is a primary supervisor.

Dan Johnson, Psy.D., L.P. is Chief Psychologist at Canvas Health and manages the psychological services department. He is a graduate of Argosy University, and did his internship at the Four Winds Hospital in Katonah New York, and post-doctoral training at the Hawthorne Knolls Residential Treatment Center in Hawthorne, New York. He provides therapy and clinical and forensic psychological assessment to adults and adolescents. His professional interests include assessment and supervision. Dr. Johnson is a primary supervisor.

Training Committee Members

Andrew Ballew, Psy.D. is a postdoctoral fellow in the neurodevelopmental and fetal alcohol spectrum disorder clinic at Canvas Health. He is a graduate of the Chicago School of Professional Psychology and did his internship at Seacoast Mental Health Center in Seacoast, New Hampshire. He also performs forensic evaluation of parenting capacity, juvenile competence to be tried, and child sexual behavior problems.

Kim Carter, MA, LMFT is a graduate of Adler Graduate School with a masters in Counseling and Psychotherapy. She has worked in community mental health for over 10 years and is the co-lead for adherent dialectical behavior therapy at Canvas Health. She has a special interest and advanced training in yoga, mindfulness and meditation and their applications to psychotherapy.

Liliana Freire-Bebeau, Psy.D. is a graduate of Argosy University Twin Cities. She was a doctoral psychology intern at Canvas Health in the 2004-05 training year, and completed a post-doctoral fellowship at Canvas Health from 2005-2007. Her interests include forensic assessments, individual and group therapy, telehealth, community mental health, and Spanish language psychological services. She has special research interest in the use of Spanish language outcome measures in mental health and forensic settings, and comparing differences in the expression of emotions across cultures.

Holly Heaser, MS, LPCC, LADC is a substance use disorder counselor in the MICD day treatment program, facilitating group therapy. She also works in outpatient mental health and has a caseload of clients for individual psychotherapy. She is a graduate of the Co-occurring Disorders Recovery Counseling program at Metropolitan State University, and has a certificate for Addiction Counseling

from Century Community College. She has experience working with adult and adolescent clients with co-occurring disorders in residential, outpatient, and school-based settings.

Mary McNamara, MA, LPCC is a graduate of St. Mary's University of Minnesota with a masters in counseling and psychological services. She has worked in community mental health for 11 years and is the lead therapist for Connections adult day treatment program, co-leads Elements of Wellness day treatment, facilitates weekly IOP groups, sees individual clients and provides support and training to interns on topics related to group therapy. Special interests include: SPMI population, group dynamics, and motivational interviewing.

Jenny O'Connor, MA, LMFT, is a graduate of the Adler Graduate school with a masters in counseling and psychology. She has worked in community mental health for 22 years. She is the manager of children's day treatment services. She specializes in trauma informed care for children and their families in day treatment and school link in care.

Katie Zacharias, MA, LMFT, IMH-E® is supervisor of Early Childhood Mental Health services. She is a graduate of Argosy University, and has worked at Canvas Health since 2008. She provides DC: 0-5 assessments, therapy, and clinical supervision. She provides reflective consultation for systems working with young children and their families including childcare providers, child protection workers, and early childhood educators. She is a trainer in Parent-Child Interaction Therapy (PCIT) and Trauma Informed Child Parent Psychotherapy (TI-CPP).

Communication Practices

Public Disclosure

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

Communication and Relationship with Accrediting Body

Canvas Health maintains an awareness of the standards of the field, training of psychologists, and of current accreditation standards and practices for doctoral internship training. Interns are invited to review all relevant documentation and participate in program development, outcome assessment, and ongoing and focused accreditation self-study. Relevant documents are kept in shared files for access. Interns are continuously solicited for input on the effectiveness of the program, and after their graduation from the program, are surveyed annually to track their career development and their perspectives on how the program could better serve future interns in preparing for their psychology careers. These results also are used to represent the program in the accreditation process.

Appendix A: Internship Admissions, Support, and Initial Placement Data

Internship Program Admissions

The following tables are provided specific to APA Implementing Regulation IR C-27 I

Internship Admissions, Support, and Initial Placement Data

Internship Program Tables

Date Program Tables are updated:

6/29/2022

Internship Program Admissions

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:

ELIGIBILITY:

1. Graduate students from APA-accredited doctoral programs in professional psychology are eligible to apply. We do not require a Master's degree to have been conferred.
2. Canvas Health does not require United States citizenship.

REQUIRED PRIOR DOCTORAL PROGRAM PREPARATION AND EXPERIENCES:

1. Comprehensive examinations must have been passed.
2. Dissertation application must be accepted before the beginning of internship. The dissertation need not be defended by the beginning of internship, but the program cannot support the intern's dissertation time unless it concerns Canvas Health programming.
3. Minimum of three (3) years of graduate training must be completed, with 300 hours of practicum training in intervention, and 200 hours of practicum training in assessment.
4. Graduate coursework in psychopathology and familiarity with diagnostic practice.
5. Graduate coursework and practicum training in psychotherapy and psychological interventions with adults and/or children.
6. Graduate coursework and practicum training in cognitive and personality assessment of adults or children, and practicum or other experience in preparing professional psychological evaluations. Applicants should have competence in using cognitive, personality, and other diagnostic tests appropriate to their age specialty. Applicants should have written a minimum of 8 integrated psychological reports.
7. Verification from the Director of Training of the applicant's graduate program that the applicant will have completed all graduate coursework and any comprehensive examinations required by his/her program prior to internship start date.

| | | |
|--|-----|-------------|
| Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, how many: | | |
| Total Direct Contact Intervention Hours | Yes | Amount: 300 |
| Total Direct Contact Assessment Hours | Yes | Amount: 200 |

| |
|--|
| Describe any other required minimum criteria used to screen applicants: |
| APPIC application is required. We require a redacted psychological evaluation report to be submitted with application. |

Financial and Other Benefit Support for Upcoming Training Year*

| | | |
|--|----------------------|-----------|
| Annual Stipend/Salary for Full-time Interns | 30,000 | |
| Annual Stipend/Salary for Half-time Interns | N/A | |
| Program provides access to medical insurance for intern? | Yes | NO |
| If access to medical insurance is provided: | | |
| Trainee contribution to cost required? | Yes | No |
| Coverage of family member(s) available? | Yes | No |
| Coverage of legally married partner available? | Yes | No |
| Coverage of domestic partner available? | Yes | No |
| Hours of Annual Paid Personal Time off (PTO and/or Vacation) | 200 PTO and holidays | |
| Hours of Annual Paid Sick Leave | included in above | |
| In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave? | YES | No |
| Other Benefits (please describe) <ul style="list-style-type: none"> • Malpractice insurance is provided. • Interns are allowed \$600.00 for training outside of Canvas Health. • Interns attend an annual day-long conference sponsored by Canvas Health, featuring training by clinicians of national reputation, and two conferences, on diversity and on ethics and supervision, co-sponsored by Canvas Health and the other accredited doctoral internships in Minnesota. • Employee Assistance Program (EAP) services are provided to all interns. • Interns requiring leave may do so with permission of the training committee. The full internship hours and accomplishments will be deferred until the intern is able to return to work. | | |

*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table.

Initial Post-Internship Positions

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(Provide an Aggregated Tally for the Preceding 3 Cohorts)

| | 2019-2022 | |
|---|------------------|-----------|
| Total # of interns who were in the 3 cohorts | 9 | |
| Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree | 0 | |
| | PD | EP |
| Community mental health center | 3 | 1 |
| Federally qualified health center | 0 | 0 |
| Independent primary care facility/clinic | 0 | 0 |
| University counseling center | 0 | 0 |
| Veterans Affairs medical center | 0 | 0 |
| Military health center | 0 | 0 |
| Academic health center | 0 | 0 |
| Other medical center or hospital | 1 | 0 |
| Psychiatric hospital | 0 | 0 |
| Academic university/department | 1 | 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 | 3 | 0 |
| Not currently employed | 0 | 0 |
| Changed to another field | 0 | 0 |
| Other | 0 | 0 |
| Unknown | 0 | 0 |

Note: "PD" = Post-doctoral residency position; "EP" = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.

Appendix B: Previous Doctoral Psychology Interns

| | | |
|--------------------|--|--|
| 1989 – 1990 | Randy Carter Sue Feder Deb Fisher | Illinois School of Professional Psychology Wright State University University of Northern Colorado |
| 1990 – 1991 | Michael Harris Jennifer Neeman Donna Peterson | United States International University University of Minnesota Minnesota School of Professional Psychology |
| 1991 – 1992 | Michael Brunner Michelle Dodds Catriona Galloway | University of Wisconsin University of Minnesota Northwestern University |
| 1992 – 1993 | Neisha Nelson Marianne Schumacher Merna Terry | University of Minnesota University of North Dakota University of Montana |
| 1993 – 1994 | Lucien Larre Rebecca Sharp Annie Slobig | Wright State University University of North Dakota Illinois School of Professional Psychology |
| 1994 – 1995 | Sue Malouf Don Stovall Melissa Twernbold | MN School of Professional Psychology MN School of Professional Psychology University of Wisconsin |
| 1995 – 1996 | Donna Johnson Mary Harlow Ivonne Fiol | University of Rhode Island MN School of Professional Psychology Illinois School of Professional Psychology |
| 1996 – 1997 | Lora Sloan Kerry VanDusen Diane Zorn | University of North Dakota MN School of Professional Psychology MN School of Professional Psychology |
| 1997 – 1998 | Jane Lorentzen Jennifer Norton Lise Osvold | MN School of Professional Psychology University of Colorado University of Georgia |
| 1998 – 1999 | Dianne Berg Rob Cowle Tom Wolfe | University of Illinois University of Minnesota Utah State University |
| 1999 – 2000 | Jill Klotz Flitter | Nova Southeastern University |

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| | | |
|--------------------|--|---|
| | Valerie Harrington Yvonne Nobles | Temple University University of St. Thomas |
| 2000 – 2001 | Colleen Biri Jeff Brown Christianne Lysne | Georgia School of Professional Psychology Fielding University University of Wyoming |
| | Fellow: Lisa Froehling | University of St. Thomas |
| 2001 – 2002 | Liz Downey Elizabeth Hayes Rebecca Hammett | American School of Professional Psychology MN School of Professional Psychology University of St. Thomas |
| 2002 – 2003 | David Hong Gary Freitas Sara Bogestad | Minnesota School of Professional Psychology/Argosy University of Maryland University of Denver |
| 2003 – 2004 | Charlene Forsyth Sue (High) Kottschade Krislea Wegner | University of St. Thomas Minnesota School of Professional Psychology/Argosy University of North Dakota |
| 2004 – 2005 | Benita Amedee Isabel Grieco Liliana Freire-Bebeau Fellow: Barbara Walker | University of St. Thomas Chicago School of Professional Psychology Minnesota School of Professional Psychology/Argosy Minnesota School of Professional Psychology/Argosy |
| 2005 – 2006 | JulieAnn Stawicki Natalie Marr Pat Kraemer | Michigan State University Minnesota School of Professional Psychology/Argosy University of St. Thomas |
| 2006 – 2007 | Angela Emerick Erin Guell Tina Shah Fellow: Joe Groninga | University of Denver University of Toledo Minnesota School of Professional Psychology/Argosy University of St. Thomas |
| 2007-2008 | Katy Baker Melissa Boston Nicole Shackelford Fellow: Stefanie Varga | Argosy University VA Minnesota School of Professional Psychology/Argosy Minnesota School of Professional Psychology/Argosy Fielding University |
| 2008-2009 | Bridget Molitor Saul Alamilla Sarah Paper | Universiy of Wisconsin, Milwaukee University of California, Santa Barbara Minnesota School of Professional Psychology/Argosy |

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| | | |
|------------------|--|---|
| | Fellows: Stefanie Varga Nicole Shackelford | Fielding University Minnesota School of Professional Psychology/Argosy |
| 2009-2010 | Katrina Samlaska Keri Pinna Nathan Sudbeck | Forest Institute Kent State University Minnesota School of Professional Psychology/Argosy |
| 2010-2011 | Megan Caves Danielle Dance Monica Johnson Fellow: Julia Conkel-Ziebell | Minnesota School of Professional Psychology/Argosy Nova Southeastern University Argosy University Phoenix University of Minnesota CSPP |
| 2011-2012 | Anilga Moradkhani Ann Marie Winskowski Tiffany Howell | Alliant University Los Angeles University of St. Thomas University of Georgia |
| 2012-2013 | Amy Swingle Kayen Phoebe Wan Sam Hintz Fellow: Andrew Ballew | Indiana University of Pennsylvania James Madison University University of Minnesota, Counseling Psychology Chicago School of Professional Psychology |
| 2013-2014 | Emily Kutner Annie Reid Tarek Kronfli Fellows: Andrew Ballew Mahlet Tekeste | Pacific Graduate School of Psychology at Stanford Minnesota School of Professional Psychology Argosy University California School of Professional Psychology at Alliant University San Francisco Chicago School of Professional Psychology University of Denver School of Professional Psychology |
| 2014-2015 | Nehjla Mashal Jessica Davis Theresa Woodard | Northwestern University Minnesota School of Professional Psychology Argosy University Jackson State University |
| 2015-2016 | Carly Alexander Haran King Ken Perez | Minnesota School of Professional Psychology/Argosy Illinois School of Professional Psychology Chicago California School of Professional Psychology at Alliant University San Francisco |
| 2016-2017 | Anne Fuller Amy Crockford Lindsay Holt | Loyola University Chicago Pacific University School of Prof. Psychology University of St. Thomas |

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| | | |
|------------------|---|--|
| 2017-2018 | Jessica Miller Peter Lynn Stephanie Jasper | Minnesota School of Professional Psychology/Argosy University of Minnesota Clinical Science University of St. Thomas |
| 2018-2019 | Morgan Krause Melinda Schreiner Annika Grangaard | Chicago School, Washington DC Campus University of Minnesota Clinical Science Loyola University Maryland |
| 2019-2020 | Adrine Maresco Laura Purdham Zara Wright | Carlos Albizu University, Miami, FL Chicago School, Washington, DC Campus University of Minnesota Clinical Science |
| 2020-2021 | Yuri Castro Flach Lindsay Howard Alison Vogelsang | Nova Southeastern University Virginia Consortium in Clinical Psychology University of South Dakota |
| 2021-2022 | Samantha Kallberg Kelsey Maleski Mariya Mirzoyan | Saint Mary's University of Minnesota Saint Mary's University of Minnesota Saint Mary's University of Minnesota |
| 2022-2023 | Bria Haynes Noreen Raja Natalia Witkowska | Regent University Rutgers University California Lutheran University |