

Didactic Executive Summary

Welcome to the **Sanford Health Psychology Internship Consortium (SH-PIC)** didactic training series for psychology interns.

This series is designed to build a strong foundation in six essential areas of psychological competencies while equipping attendees with practical skills and knowledge for real-world application. The didactic series for the 2025-26 training year was developed by the SH-PIC faculty with specific consideration to what was deemed as essential learning/content areas to function as a psychologist-in-training and represents elements of the mission and vision of the internship initiative.

Throughout the series, we will explore critical topics such as **suicide prevention and risk assessment**, **trauma-informed care**, and **evidence-based approaches within integrated care settings**. You will gain experience and foundational learning additionally in **motivational interviewing**, deepen your understanding of **cultural humility and diversity-informed practice**, and examine the ethical and reflective dimensions of **professional identity and development on your journey to becoming a professional psychologist**.

By actively engaging with these core components, you will be better prepared to deliver competent, compassionate, and collaborative care across a range of clinical environments and with varied populations and clinical presentations aligned with the mission of Sanford Health.

1. **Professional Practice:** Understanding ethical principles, decision- making models, and professional standards is critical for psychologists-in-training. Content areas such as confidentiality, informed consent, multiple relationships, objectivity, and clinical effectiveness prepares interns to identify and manage ethical dilemmas with integrity and accountability and aligns with standards set forth by the American Psychological Association and state Boards of Psychology. This series of didactics will include:
 - a. Recognizing ethical dilemmas commonly encountered in integrated and rural healthcare settings.
 - b. Developing decision-making models based on professional standards and core values of psychology.
 - c. Mental Health law including duty to protect/warn, commitment, patient rights, and the interface between practice, ethics, and legal standards.
 - d. Professional and personal wellbeing as an ethical imperative.
 - e. Leadership skills for new psychologists to introduce interns to theories of communication, professionalism, decision-making, and systems-oriented thinking necessary for effective practice within medical systems.
2. **Integrated Care:** Integrated care is a model that is based on multidisciplinary professionals working together (physically or virtually) in a unified framework with emphasis on holistic, team based, and evidence-informed approaches in partnership with patients, families, and communities as equal partners. At its core, integrated care brings together historically siloed stakeholders with the goal of uniting psychological, biological, social, environmental, spiritual and other factors to help inform patient-centered care. Integrated care models include Primary Care Behavioral Health (PCBH) where behavioral health providers work alongside medical providers in real- time and Collaborative Care Model (CoCM) in which a consulting psychiatrist and behavioral health care manager work closely together with primary care providers to treat

depression and other conditions. Other elements of integrated care may include clinical treatment pathways, workflow algorithms, trauma-informed care, social determinants of health (SDoH), team based approaches and standardized behavioral health screening. This series of didactics will include:

- a. Introduction to the core competencies of the PCBH model.
- b. Short term and single session therapies
- c. Partnering with medical providers in the treatment of chronic disease and conditions
- d. Managing ethical dilemmas in integrated care
- e. Motivational interviewing in the medical setting
- f. Documentation efficiency in integrated care practice

3. Trauma-Informed Care: Foundations for Ethical and Effective Psychological Practice

Understanding trauma and its multifaceted impact is essential for psychologists-in-training, particularly those working with children, families, and underserved communities. This series of didactics emphasizes the ethical, clinical, and cultural competencies necessary for trauma-informed care. Interns will explore evidence-based treatments, historical and systemic influences on trauma, and strategies for sustaining professional wellbeing. The series aligns with standards set forth by the American Psychological Association and supports ethical, culturally responsive, and effective practice across diverse settings.

This training series will include:

- a. **Trauma-Informed Practice:** Understanding PTSD and an introduction to secondary traumatic stress, with a focus on recognizing trauma responses in clinical settings and applying trauma-sensitive approaches.
- b. **Historical Trauma and Indigenous Communities:** Exploring the long history and ongoing impact of historical trauma on Indigenous populations, and integrating culturally informed practices into trauma informed therapy.
- c. **Introduction to Trauma-Focused Cognitive Behavioral Therapy (TF-CBT):** Reviewing the core components of TF-CBT as an evidence-based treatment for children and families affected by trauma.
- d. **Overview of CPT, PE, and EMDR:** Introducing Cognitive Processing Therapy, Prolonged Exposure, and Eye Movement Desensitization and Reprocessing as evidence-based treatments for adults with trauma histories.
- e. **Healing the Healer:** Implementing skills to prevent and manage secondary traumatic stress and compassion fatigue, emphasizing professional and personal wellbeing as an ethical imperative to their practice.

4. Diversity

Topics of Diversity, Equity and Inclusion is of utmost importance in being an effective and well-rounded psychologist. Integrating self-reflection, cultural humility, and practical strategies into

our training program is crucial to professional development. DEI's importance in all aspects of practice will be taught and discussed in the contexts of assessment, treatment, and professional practices. Topics will explore identity development, systematic oppression, clinician bias and culturally responsive care, with an emphasis on promoting equity in mental health access and outcomes.

DEI Didactic Outline

- a. **Session 1: Historical and Structural Racism: A Review and Self Reflection**
- b. **Session 2: Understanding Implicit Bias and Microaggressions**
- c. **Session 3: Cultural Identity Development**
- d. **Session 4: Cultural Sensitivity Education**
- e. **Session 5: Culturally Responsive Assessment and Treatment**
- f. **Session 6: DEI in Therapy, Supervision, Consultation, and Professional Practice**

5. Suicide Prevention: Ethical, Evidence-Based, and Developmentally Informed Practice

Suicide prevention is a critical competency for psychologists-in-training, particularly those working with children, adolescents, and individuals in high-risk or underserved populations. This didactic series emphasizes ethical responsibility, clinical effectiveness, and the integration of evidence-based practices in the assessment and management of suicidal ideation. Interns will explore developmental considerations, cultural factors, and common myths surrounding suicide, while learning to apply empirically supported interventions with confidence and compassion. This series aligns with standards set forth by the American Psychological Association and supports evidenced-based support for preventing suicide and managing suicidal behaviors.

This training series will include:

- a. **Managing Suicidal Ideation in Adolescence:** Understanding developmental risk factors, protective factors, and evidenced-based practices for working with youth experiencing suicidal thoughts.
- b. **Suicide Prevention:** Reviewing foundational principles of suicide prevention, including screening, risk assessment, safety planning, and systems-level approaches.
- c. **Evidence-Based Practices for Managing Suicidal Ideation:** Introducing interventions such as Cognitive Behavioral Therapy for Suicide Prevention (CBT-SP), Dialectical Behavior Therapy (DBT), and Collaborative Assessment and Management of Suicidality (CAMS).
- d. **Myths and Evidence-Based Ways to Prevent Suicide:** Debunking common misconceptions and reinforcing empirically supported strategies for prevention, intervention, and postvention.

6. Motivational Interviewing: Enhancing Engagement and Promoting Change in Psychological and Healthcare Settings

Motivational Interviewing (MI) is a collaborative, person-centered approach designed to strengthen an individual's motivation for change. This didactic series introduces psychology interns to the foundational theory, spirit, and techniques of MI, with applications across psychotherapy and integrated healthcare settings. Interns will learn to apply MI principles ethically and effectively, enhancing their ability to engage clients, navigate ambivalence, and support behavior change. This series aligns with evidence-based standards and supports the development of core clinical competencies in communication, empathy, and goal-oriented care.

This training series will include:

- a. **Use of Motivational Interviewing in Psychotherapy:** Applying MI to enhance therapeutic engagement, address ambivalence, and support clients in making meaningful behavioral changes.
- b. **Use of Motivational Interviewing in Healthcare:** Integrating MI into medical settings to support treatment adherence, lifestyle changes, and collaborative care across disciplines.
- c. **Training Psychology Interns in Beginning Practice of MI:** Introducing interns to the spirit, principles, and core skills of MI, including open-ended questions, affirmations, reflective listening, and summarizing.
- d. **Understanding the Theory of MI and Developing Skills:** Exploring the theoretical underpinnings of MI, including stages of change and the role of ambivalence, while practicing foundational techniques through role-play and case-based learning.