

SOLARA INTERNSHIP

PRE-DOCTORAL PSYCHOLOGY INTERNSHIP PROGRAM DESCRIPTION

General Information

Solara Psychological Services sponsors a full-time, one-year pre-doctoral psychology internship for advanced doctoral students in clinical or counseling psychology. The internship is a structured, intensive training experience designed to provide 2,000 hours of supervised practice, with an emphasis on clinical assessment, psychological testing, and real-world exposure to diverse populations across various systems of care.

Interns work a minimum of 40 hours per week, with at least 50% (minimum 1,000 hours) dedicated to direct client contact. Interns are trained across multiple settings including private practice, inpatient psychiatric hospital, and aging-focused community outreach through strategic partnerships.

Training occurs primarily within Solara's multidisciplinary practice, led by Dr. Arthur Cardona, PsyD. Additional experience may include rotations or consultative roles at Red River Hospital (psychiatric inpatient), Social Security Administration referrals (SSA Disability Evaluations), and neuropsychological testing for older adults through Solara's collaborative aging care initiative with Dr. Bartel.

Solara is deeply rooted in a contemporary integration of psychodynamic, existential, and neurocognitive frameworks. While the practice offers a generalist clinical training model, it also provides depth in diagnostic interviewing, advanced assessment interpretation, and consultation-liaison experience — equipping interns with tangible, career-ready skills upon completion.

Setting & Services

Solara Psychological Services is a dynamic and growing private practice based in Wichita Falls, Texas. The practice specializes in:

- Comprehensive psychological and neuropsychological evaluations across the lifespan,
- Forensic and SSA-based disability evaluations,
- Aging and memory disorder evaluations,
- Child, adolescent, and adult diagnostic clarification,
- Professional consultation in hospital and rehabilitation settings.

Interns will receive supervision from licensed psychologists (Dr. Cardona, Dr. Gunnar Newman and affiliated supervisors), engage in direct service delivery, participate in professional development seminars, and complete competency-based evaluations throughout the training year.

THEORETICAL ORIENTATION

Solara Psychological Services embraces an integrated model grounded in psychodynamic, existential, and neurocognitive traditions. Our clinical philosophy prioritizes meaning-making, developmental context, and rigorous psychological evaluation as central to the healing and discovery process.

We believe that the therapeutic and diagnostic encounter is not only a means of symptom relief, but also an opportunity for greater insight, clarity, and connection to one's personal narrative. Rooted in a strong appreciation for both the unconscious and the structure of thought, Solara's work is guided by a commitment to depth, clarity, and clinical precision.

While each supervisor brings unique training and stylistic nuance, our shared foundation includes:

- **Psychodynamic and Existential-Analytic Approaches**, with attention to early experiences, core conflictual patterns, and the meaning of suffering;
- **Cognitive and Neuropsychological Frameworks**, particularly in assessment and differential diagnosis;
- **Developmentally Attuned Formulation**, with respect for cultural, neurodivergent, and lifespan-based considerations;
- **Ethical Flexibility**, encouraging each intern to develop their own clinical voice while integrating scientifically informed approaches.

Interns will be encouraged to move beyond technique and diagnosis, learning to conceptualize cases in a layered, multidimensional way that honors complexity and avoids reductionism. At the same time, we train our interns in practical evaluation strategies, goal-oriented treatment planning, and effective communication with interdisciplinary teams — essential skills in modern clinical settings.

PHILOSOPHY AND GOALS:

The Solara Psychology Internship is designed to develop thoughtful, clinically competent, and diagnostically skilled psychologists who are ready to contribute meaningfully in both private and public sector roles. Our training philosophy balances clinical depth with real-world practicality, preparing interns for licensure and early-career success across diverse settings.

We emphasize a developmental model of supervision and training, guiding interns from structured support toward increasing levels of autonomy and complexity. Interns will refine their diagnostic acumen, strengthen their therapeutic presence, and learn how to function confidently in systems that require both psychological insight and professional accountability.

Solara is committed to:

- Training interns in advanced psychological and neuropsychological assessment, with strong emphasis on real-world application (e.g., SSA disability evaluations, forensic consultation, cognitive testing in aging populations),

- Fostering a deep understanding of ethical and cultural considerations in clinical decision-making,
- Supporting identity development through intensive supervision, reflection, and exposure to diverse populations,
- Encouraging clinical creativity, nuance, and humility when confronting complexity, trauma, and diagnostic ambiguity.

Interns have opportunities to train across Solara’s core service branches — including private evaluation services, inpatient hospital consultation at Red River, and emerging collaborative programs in geriatric/aging assessment. As Solara grows, so too will the opportunities for interns to learn from multidisciplinary collaboration, medical-legal interface, and the evolving field of clinical psychology in action.

Our ultimate goal is to help shape independent psychologists who think deeply, act ethically, and contribute meaningfully to the communities they serve.

TRAINING MODEL AND UNDERLYING VALUES

Solara Psychological Services embraces a training model built on clinical immersion, applied learning, and the thoughtful integration of research and practice. While grounded in the **scientist-practitioner tradition**, Solara’s approach places emphasis on the development of **real-world clinical skill**, ethical maturity, and professional presence — particularly in the domain of psychological assessment and diagnostic formulation.

Our model prioritizes **learning by doing**, with direct casework, regular case presentations, intensive supervision, and continuous reflection. Interns are treated as emerging professionals and are challenged to engage thoughtfully with complex cases, interdisciplinary collaboration, and diagnostic ambiguity.

We also emphasize flexibility and individualized growth — tailoring each intern’s experience to their developmental needs, long-term goals, and professional identity. Whether evaluating for disability through Social Security contracts, completing consults at Red River Hospital, or conducting complex neuropsychological testing, interns receive robust preparation for a career rooted in clarity, competence, and care.

Our Core Training Values at Solara:

1. **Clinical Depth and Diagnostic Excellence**

We train interns to think deeply about their cases — to move beyond surface symptoms, integrate data meaningfully, and articulate findings that are clear, grounded, and helpful.

2. **Assessment as a Therapeutic Encounter**

At Solara, testing is not mechanical. It’s a process of discovery — for the client and the clinician. Interns learn to deliver evaluations that are ethically sound, trauma-informed, and personally attuned.

3. **Professional Integrity and Presence**

We emphasize clear boundaries, mature clinical reasoning, and respect for the gravity of psychological work. Interns are mentored in how to “show up” professionally in all contexts — clinical, collaborative, and consultative.

4. **Respect for Human Complexity and Diversity**

We encourage curiosity, humility, and compassion in our interns. Cultural, developmental, and experiential differences are not just acknowledged — they are integral to how we assess and intervene.

5. **Structured Growth Toward Autonomy**

Training is staged and intentional. Interns begin with supported exposure, then move toward autonomy in clinical decision-making, report writing, and ethical practice — always within a responsive supervisory relationship.

Our internship combines required training experiences in broadly applicable areas with elective training options with approval designed to meet the Intern’s needs, interests and backgrounds. Interns, with supervisors and the Training Director, develop individualized goals and activities that will meet their specific career goals. New goals are set each semester.

Values are implemented via the following specific goals and objectives:

GOAL #1

Interns will develop a strong professional identity grounded in ethical integrity, relational maturity, and scientific curiosity — forming the foundation for independent practice.

Objective 1: Demonstrate Professional Values and Attitudes

- Show honesty, personal responsibility, and adherence to psychological ethics.
- Reflect Solara’s values in day-to-day behavior: clinical thoroughness, integrity in documentation, respect in communication.
- Display consistency and professionalism across settings.

Competencies Expected:

- Integrity and accountability in casework and consultation
- Commitment to accurate documentation and honest self-appraisal
- Concern for client well-being and responsible stewardship of care

Objective 2: Integrate Individual and Cultural Diversity into Practice

- Reflect awareness of one’s own cultural identity and biases.
- Adapt approach to meet diverse client needs with respect and sensitivity.
- Apply culturally informed strategies in assessment and intervention.

Competencies Expected:

- Recognition of diversity as central to accurate diagnosis and treatment
- Use of culturally responsive assessment tools and frameworks
- Flexibility in communication with individuals from varied backgrounds

Objective 3: Apply Ethical and Legal Standards

- Understand and apply APA Ethical Guidelines, state laws, and Solara policies.
- Demonstrate sound ethical judgment in high-stakes or ambiguous situations.
- Maintain confidentiality, informed consent, and boundaries across roles.

Competencies Expected:

- Clear ethical reasoning in complex situations (e.g., SSA evaluations, hospital consults)
- Use of supervision for ethical consultation
- Recognition and repair of ethical errors or missteps

Objective 4: Engage in Reflective Practice and Self-Care

- Monitor emotional responses to clinical work.
- Seek feedback actively and use it to grow.
- Establish sustainable habits that support long-term well-being.

Competencies Expected:

- Accurate self-assessment of strengths and limits
- Open participation in supervision
- Development of personal strategies for resilience and emotional regulation

Objective 5: Demonstrate Relational and Communication Skills

- Build effective therapeutic and professional relationships.
- Collaborate clearly with supervisors, peers, and interdisciplinary providers.
- Deliver feedback and case information with clarity, confidence, and compassion.

Competencies Expected:

- Affective and expressive flexibility
- Clear clinical communication in verbal and written formats
- Non-defensive engagement with feedback or disagreement

Objective 6: Show Scientific Awareness and Critical Thinking

- Understand research relevant to current psychological practice.
- Apply scientific reasoning to assessment, intervention, and consultation.
- Value evidence-based thinking even when faced with diagnostic uncertainty.

Competencies Expected:

- Conceptual clarity in assessment formulation
- Use of literature or psychometric data to support case conceptualization
- Respect for evolving research and psychological theory

GOAL #2

Interns will demonstrate functional competencies across assessment, intervention, consultation, and interdisciplinary collaboration — preparing them for autonomous clinical practice.

Objective 1: Apply Evidence-Based Practice

- Integrate clinical expertise with the best available research.

- Adjust interventions and assessments based on individual client factors
- Maintain awareness of the strengths and limits of evidence-based protocols.

Competencies Expected:

- Consistent use of evidence-based frameworks in evaluations and interventions
- Flexibility in applying research to complex or comorbid presentations
- Clear justification of assessment batteries and treatment decisions

Objective 2: Demonstrate Competence in Psychological Assessment

- Administer, score, and interpret a range of psychological and neuropsychological instruments.
- Generate integrative formulations using cognitive, emotional, developmental, and cultural data.
- Communicate results clearly to both professional and lay audiences.

Competencies Expected:

- Selection of appropriate test batteries across lifespan populations
- Skilled interpretation of cognitive, academic, emotional, and personality assessments
- Writing clear, concise, and functional reports (e.g., SSA, hospital consults, disability evals)

Objective 3: Plan and Implement Psychotherapeutic Interventions

- Develop individualized treatment plans that reflect clinical insight and client goals.
- Demonstrate effective therapeutic technique and responsiveness to process issues.
- Evaluate and document client progress with clarity and precision.

Competencies Expected:

- Thoughtful case conceptualization grounded in theory and evidence
- Adaptability across individual, family, and short-term models
- Clear rationale for interventions and responsive course correction when needed

Objective 4: Provide Consultation Services

- Offer expert feedback or guidance to professionals, systems, or families.
- Tailor consultation to the referral question, role, and system context.
- Understand and respect scope of practice when operating in consultative roles.

Competencies Expected:

- Communication of findings to medical teams (e.g., Red River Hospital staff)
- Written and verbal consults in SSA or forensic evaluations
- Role clarity and professionalism in collaborative settings

Objective 5: Develop Teaching and Psychoeducation Skills

- Deliver psychological concepts to clients, families, or colleagues in digestible ways.
- Participate in case presentations, community education, or peer learning opportunities.
- Use developmentally appropriate language and materials when educating others.

Competencies Expected:

- Clarity in explaining diagnostic findings and treatment rationale
- Effectiveness in presenting to non-psychologists (e.g., physicians, legal contacts)
- Engagement in in-service or intern-led didactic sessions when applicable

Objective 6: Participate in Supervision and Peer Mentorship

- Understand the dynamics and responsibilities involved in supervision.
- Begin developing one's own style as a future supervisor or peer consultant.
- Receive and offer feedback respectfully in supervision and case discussions.

Competencies Expected:

- Active participation in supervision (individual and group)
- Demonstration of insight into supervisory process and self-as-supervisee
- Constructive feedback to peers and openness to being observed

Objective 7: Navigate Interdisciplinary Systems Effectively

- Work competently alongside medical, legal, educational, and social service professionals.
- Understand the roles and responsibilities of other disciplines.
- Advocate for psychological insight in team settings.

Competencies Expected:

- Collaboration with psychiatrists, medical staff, SSA reviewers, or attorneys
- Role clarity when contributing to multidisciplinary team meetings
- Respectful and productive relationships with professionals from other fields

INTERN SELECTION:

Intern Selection

Solara Psychological Services selects two full-time pre-doctoral interns annually. Competitive applicants demonstrate strong assessment foundations, clinical maturity, and alignment with Solara's emphasis on psychological testing, ethical presence, and clarity in case conceptualization.

Applications are reviewed holistically, with emphasis on clinical experience, writing samples, and demonstrated interest in psychological and/or neuropsychological assessment.

Selection Process:

- Application deadline and instructions posted on the Solara website and via APPIC
- Virtual or in-person interviews are scheduled with Dr. Arthur Cardona, Internship Director
- Candidates may meet with Dr. Gunnar Newman or other Solara team members as needed
- Final decisions are made based on experience, fit, and interview quality

Phases of Training

Solara's training follows a **four-phase developmental model** that builds autonomy over time:

Phase 1: Orientation (Weeks 1–2)

Interns receive intensive training on:

- Solara’s evaluation protocols, documentation standards, and ethical expectations
- SSA procedures, Red River Hospital consult procedures, and Solara’s report templates
- Observation of Dr. Cardona and/or Dr. Newman during evaluations, consults, or feedback sessions

Phase 2: Shadowing & Co-Facilitation (Weeks 3–5)

Interns begin participating in structured clinical activities with supervision:

- Assist with assessments, scoring, and initial impressions
- Observe hospital consultations and team interactions
- Begin drafting limited sections of psychological reports

Phase 3: Collaborative Practice (Weeks 6–12)

Interns assume greater responsibility:

- Conduct full evaluations under supervision (intake, testing, write-up, feedback)
- Participate in weekly consult meetings, case conferences, and peer review
- Present at least one case for supervision and group discussion

Phase 4: Supervised Autonomy (Months 4–12)

Interns function with increased independence:

- Manage a balanced caseload of evaluations and therapy (as applicable)
- Communicate findings to interdisciplinary professionals when needed
- Continue weekly supervision with Dr. Cardona and supplemental supervision with Dr. Newman

SUPERVISION:

Interns at Solara receive consistent and developmentally attuned supervision that emphasizes growth, clarity, and clinical accountability. All supervision is provided by licensed psychologists, including:

- **Dr. Arthur R. Cardona, PsyD** – Internship Director and Primary Supervisor
- **Dr. Gunnar Newman, PhD** – Licensed Psychologist and Secondary Supervisor

Supervision is structured to ensure both support and clinical rigor, with a focus on reflection, diagnostic formulation, and professional identity formation. Interns are expected to arrive prepared with cases, questions, and reflections.

Minimum Supervision Includes:

- **1 hour/week Individual Primary Supervision** (Dr. Cardona)
- **1 hour/week Individual Delegated Supervision** (Dr. Newman or assigned licensed psychologist)
- **1–2 hours/week Group Supervision or Case Conference**
- **Assessment-Specific Supervision** as needed (especially early in internship year)
- **Crisis/On-Demand Supervision** available during acute clinical situations

Interns are expected to take an active role in supervision by:

- Presenting test data and evolving formulations

- Reflecting on transference/countertransference dynamics
- Engaging in ethical discussions, especially around disability determinations, involuntary hospitalization, or complex family systems

Supervision is not only corrective — it is collaborative, relational, and part of a larger mentoring relationship built on trust, mutual respect, and shared commitment to clinical excellence.

EVALUATION & FEEDBACK:

Evaluation is an essential part of the internship experience at Solara and is designed to be **formative, transparent, and collaborative**. Interns receive **formal written evaluations twice per year** — at mid-year (Month 6) and end-of-year (Month 12).

Evaluation Components Include:

- Direct observation of clinical work
- Review of written reports
- Performance in supervision and case presentations
- Interpersonal functioning within the clinic and across systems
- Self-assessment and participation in reflective dialogue

Interns will also complete:

- **Self-evaluations** at mid- and end-of-year
- **Supervisor feedback forms**, contributing to ongoing quality improvement
- **Program feedback surveys**, offering input on the training experience

If areas of concern arise, interns will be provided:

- Clear documentation of the issue(s)
- Structured remediation plan
- Timeline for review and follow-up evaluation
- Additional supervision or support as needed

The feedback process is designed to support learning, not punishment. We recognize that clinical training is inherently vulnerable — our commitment is to help interns succeed, not simply assess.

DUE PROCESS & INTERN RIGHTS:

Overview

Solara Psychological Services is committed to providing a transparent, respectful, and developmentally supportive training environment. When concerns arise — whether regarding intern performance or supervisory conduct — we follow a structured due process protocol grounded in fairness, clarity, and clinical integrity.

Intern Rights

Interns have the right to:

- Receive timely and constructive feedback
- Be evaluated according to clear criteria tied to training goals
- Participate in the development of remediation plans when concerns arise
- Be treated with respect and professionalism
- Voice concerns without fear of retaliation

- Submit formal grievances related to supervision, program conditions, or interpersonal issues

Performance Concerns: Steps for Remediation

If a supervisor identifies significant issues in performance, professionalism, or ethical behavior:

1. **Verbal Feedback**
Intern is informed of concerns and given clear expectations for improvement.
2. **Written Notice & Remediation Plan**
If concerns persist, a formal written notice outlines the concern, expectations, timeline for improvement, and supports offered (e.g., increased supervision, focused skill training).
3. **Follow-Up Evaluation**
Progress is reviewed at a scheduled interval (typically 30–90 days). If sufficient improvement is noted, no further action is taken.
4. **Additional Action (if needed)**
If concerns remain unresolved, options may include continued remediation, temporary reduction in clinical responsibility, or in rare cases, suspension from duties. Termination is a last resort and only occurs after consultation with the full supervisory team.

Grievance Procedures: Intern Concerns

If an intern has a concern about supervision, clinical assignment, or program conditions, they are encouraged to follow these steps:

1. **Direct Conversation (when appropriate)**
Intern discusses the concern directly with the supervisor involved.
2. **Escalation to Training Director**
If the issue remains unresolved or involves power dynamics, the intern may bring the concern to **Dr. Arthur Cardona, PsyD**, Internship Director.
3. **Formal Written Grievance**
Interns may submit a formal written grievance outlining the concern, relevant facts, and desired outcome. A written response will be provided within 10 business days.
4. **Review Panel (if needed)**
In rare cases, a neutral panel may be convened to review the concern and provide recommendations to resolve the issue fairly and protect intern well-being.

Confidentiality and Non-Retaliation

Solara is committed to fostering a training environment where concerns can be voiced without fear of retaliation. All grievance and remediation processes are handled with discretion and professionalism.

TRAINING AREAS:

Interns at Solara Psychological Services are exposed to a diverse array of clinical experiences, with an emphasis on **comprehensive psychological assessment, diagnostic clarity, and consultation across systems**. Training is designed to be developmentally responsive, with increasing complexity and autonomy over the course of the year.

Psychological and Neuropsychological Assessment

Assessment is a central pillar of training at Solara. Interns gain experience in test selection, administration, interpretation, and integrated report writing. Referral questions are varied and often complex, including:

- Cognitive and neuropsychological screenings
- Differential diagnosis for mood, trauma, ADHD, and autism spectrum
- Forensic or disability-focused evaluations (e.g., Social Security Administration)
- Clarification of personality, developmental, or behavioral concerns

Interns are trained to write reports that are **clear, functional, and audience-appropriate**, whether for referral sources, clients, legal professionals, or interdisciplinary teams.

Consultation-Liaison Services

Interns may participate in psychological consultation to inpatient settings, including:

- **Red River Hospital (psychiatric inpatient)** – consults for diagnostic clarification, risk assessment, and treatment planning
- Coordination with psychiatrists, nurses, and social workers
- Communication of findings to medical teams in verbal and written formats

This rotation helps interns develop concise communication, systems thinking, and consultation presence in fast-paced clinical environments.

SSA Disability Evaluations

Solara holds a standing contract with the **Social Security Administration** to conduct psychological evaluations for disability determination. Interns will observe and later participate in:

- Structured diagnostic interviews
- Performance-based testing (as applicable)
- Functional analysis in relation to SSA criteria
- Preparation of legally defensible reports for government review

These experiences help interns navigate the intersection of psychology, law, and public policy.

Adult and Geriatric Assessment

Through a growing partnership focused on **aging populations and memory care**, interns may assist in:

- Cognitive screenings for dementia and related conditions
- Functional assessments of older adults
- Feedback sessions with family members or caregivers
- Psychoeducation on aging, capacity, and differential diagnosis

Therapy and Brief Intervention

While Solara is primarily an evaluation-based practice, opportunities may be available for:

- Short-term psychotherapy with adults, adolescents, or families
- Psychoeducational feedback and adjustment counseling post-assessment
- Brief therapeutic work tied to inpatient discharge planning or care coordination

These cases are assigned based on intern interest and supervisor availability.

Crisis Assessment & Risk Evaluation

Interns may assist in urgent risk assessments in hospital or outpatient settings, including:

- Suicide and violence risk evaluations
- Emergency consultation on diagnostic disposition
- Collaboration with interdisciplinary teams to manage safety planning

Multicultural and Systemic Sensitivity

Interns at Solara serve a socioeconomically and culturally diverse client base. They will receive training and supervision on:

- Identity-informed case conceptualization
- Assessment biases and cultural formulation
- Working respectfully with marginalized populations, including nontraditional families, immigrants, and rural clients

Case Presentations & Peer Consultation

Interns participate in regularly scheduled case presentations throughout the training year. These meetings serve as a space for:

- Clinical formulation sharing
- Diagnostic ambiguity discussion
- Ethical decision-making review
- Peer-to-peer feedback and support

Case presentations are typically held **biweekly** and may be led by interns or supervisors, depending on topic and format. Interns are expected to present at least **two formal cases per year**, including:

- One complex evaluation case with full integrative data
- One case highlighting clinical or ethical process work

The format encourages critical thinking, interdisciplinary integration, and confident communication of psychological ideas to a professional audience.

Group Therapy or Psychoeducation (Optional/As Available)

While Solara is not a group-based clinic, opportunities may arise for interns to co-facilitate or observe:

- Brief psychoeducational groups (e.g., coping skills post-discharge)
- Supportive groups in collaboration with Red River Hospital staff
- Family-focused or caregiver groups as part of the aging services expansion

These opportunities are elective and based on intern interest and rotation availability. Group supervision and preparation will be provided prior to participation.

THE WICHITA FALLS COMMUNITY

Solara Psychological Services is based in Wichita Falls, Texas — a regional medical and educational hub in North Texas, serving a diverse population of over 100,000 residents. The city offers a balance of small-town accessibility and robust infrastructure, including Red River Hospital, multiple rehabilitation facilities, and strong ties to Sheppard Air Force Base and Midwestern State University.

Interns benefit from exposure to a wide clinical catchment area that includes rural, military, and underserved populations. This setting offers rich opportunities to work across socioeconomic, cultural, and diagnostic spectra, while maintaining a supportive and connected training environment.

APPENDIX A

MISSION STATEMENTS

Solara Psychological Services Pre-Doctoral Psychology Internship

The mission of the Solara Internship Program is to train thoughtful, ethical, and diagnostically skilled psychologists through immersive clinical experience, high-quality supervision, and a developmental approach to professional identity formation.

We prepare interns to:

- Deliver precise, culturally informed psychological evaluations,
- Navigate complex systems such as hospitals, legal agencies, and public institutions,
- Communicate clearly across professional and non-professional audiences,
- Cultivate clinical presence, integrity, and reflective practice in all aspects of their work.

Solara is committed to bridging depth-oriented psychology with real-world relevance. Our training fosters independence, flexibility, and a lifelong commitment to learning — with the goal of developing clinicians who contribute meaningfully to their communities and to the profession of psychology.

Postdoctoral Fellowship Track (Planned)

Solara Psychological Services is currently developing a postdoctoral fellowship track to complement its pre-doctoral internship program. The planned fellowship will emphasize advanced competency in psychological and neuropsychological assessment, consultation-liaison services, and supervision skill development.

Fellows will have opportunities to:

- Conduct complex evaluations, including forensic, disability, and neuropsychological batteries;
- Provide consultation in inpatient and rehabilitation settings;
- Supervise practicum students or interns (when appropriate);
- Participate in business development, practice management, or specialization in aging services.

The fellowship will be structured around individualized training plans, robust supervision, and preparation for independent licensure in the state of Texas.

This program is currently under internal development and is not yet accepting applications. Updates will be provided on [www.solarapsych.com] as the fellowship becomes formally established.

APPENDIX B**Sample Weekly Activity Breakdown – Solara Pre-Doctoral Internship**

Activity	Estimated Weekly Time	Description
Psychological/Neuropsych Assessment	45–50% (18–20 hrs)	Test administration, scoring, interpretation, and report writing for diverse referrals including SSA, forensic, hospital, and private evaluations.
Supervision & Case Conference	10–15% (4–6 hrs)	Weekly individual supervision with licensed psychologists, group supervision, case presentations, peer consultation.
Consultation & Interdisciplinary Collaboration	10–15% (4–6 hrs)	Participation in inpatient consults (e.g., Red River), SSA-related coordination, interdisciplinary case review.
Psychoeducation/Brief Intervention	5–10% (2–4 hrs)	Feedback sessions, brief therapy, or group support when available.
Professional Development & Training Activities	5–10% (2–4 hrs)	Readings, seminars, writing workshops, assessment norm updates, ethics discussions.
Administrative Tasks	10–15% (4–6 hrs)	Documentation, case management, file prep, billing/charting if applicable.

Total Weekly Hours: 40–45

APPENDIX C

Internship Structure and Training Standards – Solara Internship Program

The Solara Pre-Doctoral Internship Program meets the following criteria consistent with APPIC guidelines and Texas licensure requirements:

1. **Organized Training Program**

The internship provides a planned sequence of clinical activities with increasing responsibility, rooted in clearly defined training goals and supervised experience.

2. **Program Director**

The program is directed by **Dr. Arthur R. Cardona, PsyD**, a licensed psychologist in the state of Texas, who is responsible for the integrity and quality of the training experience.

3. **Full-Time Internship Commitment**

The internship is a full-time, one-year training experience. Interns are expected to complete **2,000 hours** over 12 months, averaging **40–45 hours per week**.

4. **Supervision Requirements**

Interns receive:

- A minimum of **2 hours of individual supervision per week** with licensed psychologists
- Additional **1–2 hours/week of group supervision, case conference, or didactic training**
- **Assessment-specific supervision** as needed

5. **Direct Service Requirement**

Interns are expected to spend at least **50% of their time in direct clinical service** (e.g., testing, interviewing, feedback, brief intervention), totaling at least **1,000 hours** across the internship year.

6. **Clinical Breadth and Depth**

Interns provide services across a range of settings and referral sources, including private practice, psychiatric inpatient hospital, and public disability systems.

7. **Ethical and Legal Compliance**

The internship adheres to APA ethical standards, Texas state licensing requirements, and APPIC training guidelines. Interns are educated and held accountable to these principles.

8. **Intern Title and Role**

Interns are designated as **“Pre-Doctoral Psychology Interns”** during their training year and do not function as independent providers. All psychological services are supervised and co-signed by licensed psychologists.

9. **Training Focus**

Training is pre-doctoral in level and intended to prepare the intern for licensure as a psychologist upon graduation and completion of postdoctoral hours (if required).

10. **APPIC Compliance**

Solara Psychological Services agrees to abide by all relevant APPIC policies, including nondiscrimination, match participation rules, and grievance protections for interns.

APPENDIX E

Application Instructions – Solara Pre-Doctoral Internship Program

Solara Psychological Services offers two full-time, one-year pre-doctoral internship positions annually. We welcome applicants from APA- or CPA-accredited doctoral programs in Clinical or Counseling Psychology who are seeking advanced training in psychological assessment, diagnostic formulation, and interdisciplinary consultation. While preference is given to applicants from APA- or CPA-accredited programs, Solara may consider strong candidates from regionally accredited doctoral programs in clinical or counseling psychology on a case-by-case basis, provided they meet all other eligibility criteria and submit a complete application. If you are enrolled in a non-APA/CPA-accredited program and would like to inquire about eligibility, please contact Dr. Arthur Cardona at internship@solarapsych.com prior to submission.

Eligibility Requirements:

To be considered for the Solara internship, applicants must:

- Be enrolled in an APA- or CPA-accredited doctoral program in clinical or counseling psychology
- Have completed all required coursework and qualifying exams
- Be certified as ready for internship by their program's Director of Clinical Training
- Demonstrate strong foundational skills in psychological testing and report writing
- Show professionalism, curiosity, and alignment with Solara's clinical values

Application Components:

Applicants must submit the following materials through the **APPIC online portal** (www.appic.org):

1. Completed AAPI Online application
2. Current Curriculum Vitae (CV)
3. Cover Letter describing interest in Solara and training goals
4. Three (3) letters of recommendation from clinical supervisors
5. Official graduate transcripts
6. One redacted psychological assessment report (preferably child or adult evaluation involving cognitive and/or personality measures)

Selection Timeline:

- **Application Deadline:** December 1
- **Interview Invitations:** Mid-December
- **Interviews Conducted:** January (via Zoom or in-person, as requested)
- **Match Notification Day:** Per APPIC timeline (February)

We conduct **individual interviews** with Dr. Arthur Cardona, PsyD (Internship Director) and may include Dr. Gunnar Newman, PhD. Applicants will also have the opportunity to ask questions about the clinic, supervision model, and intern experience.

Nondiscrimination Policy:

Solara Psychological Services does not discriminate on the basis of race, ethnicity, religion, gender identity, sexual orientation, disability, age, or national origin in any aspect of the training

program or selection process. Applicants from diverse backgrounds are strongly encouraged to apply.

APPENDIX F

Management of Problematic Performance or Conduct of an Intern

This document provides guidelines for managing problematic intern conduct or performance. These guidelines emphasize the use of due process procedures and fairness about decisions made regarding interns, when problems in behavior and/or performance are demonstrated. There are avenues of appeal that allow interns to file grievances and dispute program decisions.

Intern Training Program's Expectation of Interns:

1. Demonstrate knowledge of and conformity to relevant professional standards (e.g., A.P.A. ethical guidelines Texas State Board of Examiners of Psychologists' Rule of Practice).
2. Acquisition of appropriate professional skills.
3. Appropriate management of personal concerns and issues as they relate to professional functioning.

Intern Training Program's Responsibilities to Intern:

1. The training program will provide interns with information regarding professional standards and guidelines as well as providing appropriate forums to discuss the implementation of such standards.
2. The training program will provide interns with information regarding diagnostic and clinical skills through training, supervision, and informal feedback.
3. The training program will provide interns with at least two written evaluations of the intern's progress in regard to his/her individual training plan. Additional evaluations will be provided, if deemed necessary. Evaluations will address the intern's knowledge of and adherence to professional standards, their professional skill competency, and their professional functioning as it relates to the delivery of professional services. The internship will maintain ongoing communication with the intern and other professionals who come in contact with the intern's delivery of services

Definition of Problematic Performance and/or Conduct

Problem behaviors are said to be present when supervisors perceive that an intern's behavior is disrupting the quality of his or her clinical services; his or her relationships with peers, supervisors, or other staff; or his or her ability to comply with appropriate standards of professional behavior. Problem behaviors typically become identified as problematic performance or conduct when they include one or more of the following characteristics:

1. The intern does not acknowledge, understand, or address the problem when it is identified.
2. The problem is not merely a reflection of a skill deficit that can be rectified by additional training.
3. The quality of services delivered by an intern is significantly and adversely affected.
4. The problem is not restricted to one area of professional functioning.
5. The intern's behavior does not change as a function of feedback, remediation efforts, and/or time.

Procedures for Responding to Problematic Performance and/or Problematic Conduct

When supervisor's evaluations indicate that an intern's skills, professionalism, or personal functioning are adversely affecting his/her performance, the following procedures will be utilized:

1. The intern will receive verbal feedback regarding the behavioral concerns by his/her supervisor.
2. If the behavior does not change after verbal feedback, and/or it is deemed serious, then a written evaluation will be completed to document the concern regarding the intern's performance. If the written evaluation occurs prior to the scheduled evaluation timeframe (in February and August), the intern will be notified that such a review is occurring, and a brief statement of the behavioral concern will be made. After reviewing all available information, the postdoctoral internship director may adopt one or more of the following steps, or take other appropriate action.
 - The director may elect to take no further action.
 - The director may issue an Acknowledgment Notice that formally states the following:

- That the director is aware of and concerned about the negative evaluation, that the evaluation has been brought to the intern's attention, and the director will work with the intern to rectify the problem within a specified time frame. The behaviors associated with the negative evaluation are not significant enough to warrant more serious action at this time.
- The director may issue a Probation Notice, which specifies that the director will actively and systematically monitor for a specific length of time, the degree to which the intern addresses, changes, and/or otherwise improves the problem behaviors. The Probation Notice is a written statement to the intern that includes the following items: A description of the problematic performance or conduct; Specific recommendations for rectifying the problem; A time frame for the probation during which the problem is expected to be ameliorated; Procedures to assess whether the problem has been appropriately rectified. If the director deems that remedial action is required, the identified problems in performance or conduct must be systematically addressed. Possible steps may include the following:
 - 1) Increased supervision
 - 2) Change in the format, emphasis, and/or focus of supervision
 - 3) A change in the intern's training plan
 - 4) Recommendation of a leave of absence

Following the delivery of an Acknowledgment Notice or Probation Notice, the Training Director will meet with the intern to review the required remedial steps. The intern may elect to accept the conditions or may challenge the committee's actions as outlined below. Once the director has issued an Acknowledgment Notice, the status of the problem will be reviewed within three months' time, or the next formal evaluation, whichever comes first. In the case of a Probation Notice, the problem's status will be reviewed within the time frame set by the notice.

Failure to Correct Identified Problems or Serious Violations

When a combination of interventions does not rectify the problematic performance of the intern within the time frame specified, or when the trainee seems unable or unwilling to alter his or her behavior, or the intern's behavior violates law or standards of practice, the training program may need to take more formal action. If a intern on probation has not improved sufficiently to rectify the problems under the conditions stipulated by the Probation Notice, the director will conduct a formal review and then inform the intern in writing that the conditions for revoking the probation have not been met. The director may then elect to take any of the following steps, or other appropriate action.

1. Continue the probation for a specified period of time.
2. Suspend the intern whereby the intern is not allowed to continue engaging in certain professional activities until there is evidence that the problem behaviors in question have been rectified.
3. The director may recommend that the Intern's behavior be reviewed by a Review Panel. The Training Director will notify members of the Review Panel, which will consist of the Director (Chair, Arthur Cardona, PsyD), the secondary supervisor (Gunnar Newman, PhD) and the Senior Administrative Assistant Brittany Cardona. The Training Director will inform the intern that such a review is pending. The intern will have at least five (5) working days to gather information to present to the Review Panel. Information will also be gathered by the Review Panel for deliberation.
4. The Review Panel will hold a review hearing in which the complaint is heard and the evidence presented. Within ten (10) days of completing the review hearing, the Review Panel shall communicate its recommendation to the intern.
5. Once the Review Panel has communicated its recommendation to the intern, the intern has five (5) working days within which to submit a written request for further review to the Chairman of the Review Committee. The request should include relevant information, explanations, and viewpoints that may challenge, refute, or otherwise call for modification of the review panel's decisions and recommendations. The request should also specify policies, rules, or regulations that may have been misinterpreted or misapplied.

6. The Review Panel will review all documents submitted and render a written decision. They will render a decision within ten (10) working days of receipt of the information.
7. Once a final and binding decision has been made, the intern will be informed in writing of the action.

Procedures for Responding to Problems with Supervisors and other Trainers.

When the intern has a concern, complaint, and/or grievance with a trainer or supervisors' skills, professionalism, or personal functioning that the intern believes is adversely affecting their own performance, the following procedures will be utilized:

1. The intern will notify the training director, other supervisor or adjunct staff member about their concern(s) regarding the supervisor called into question.
2. The supervisor or adjunct will have 15 days to address the concern with the supervisor in question and it may be determined that:
 - The staff members may elect to take no further action.
 - The staff members may issue an Acknowledgment Notice that formally states the following:
 - The director is aware of and concerned about the negative evaluation, that the evaluation has been brought to the supervisor's attention, and the director will work with the supervisor to rectify the problem within a specified time frame. The behaviors associated with the negative evaluation are not significant enough to warrant more serious action at this time.

Following the delivery of an Acknowledgment Notice, the Training Director will meet with the intern to review the complaint. The intern may elect to accept the conditions or may challenge the committee's actions as outlined below. Once the director has issued an Acknowledgment Notice, the status of the problem will be reviewed within three months' time, or the next formal evaluation, whichever comes first.

APPENDIX G

Internship Agreement – Solara Psychological Services

Pre-Doctoral Psychology Internship Program

This agreement confirms the appointment of the below-named intern to a full-time, one-year pre-doctoral internship in clinical psychology at Solara Psychological Services.

Intern Information

Intern Name: _____

Doctoral Program: _____

Director of Clinical Training (DCT): _____

Internship Start Date: _____

Internship End Date: _____

Solara Internship Commitments

Solara Psychological Services agrees to:

1. Provide a 2,000-hour, 12-month internship that fulfills requirements for licensure in Texas and meets APPIC standards.
2. Deliver a planned, sequential training experience with increasing responsibility across assessment, consultation, and clinical engagement.
3. Assign supervision by licensed psychologists, including:
 - Minimum of 2 hours/week individual supervision (Dr. Arthur Cardona, PsyD, and/or Dr. Gunnar Newman, PhD)
 - Additional group supervision, assessment-specific consultation, and professional development meetings
4. Offer clinical opportunities including:
 - Psychological and neuropsychological evaluations
 - SSA disability evaluations
 - Consultation-liaison services at Red River Hospital
 - Brief therapy and psychoeducation as available
5. Provide written evaluations of the intern's performance at mid-year and end-of-year, and communicate with the intern's DCT as needed.
6. Adhere to a clearly defined due process and grievance policy (see Appendix F).

Intern Responsibilities

The intern agrees to:

1. Participate in internship activities as a full-time commitment (40–45 hours/week) over 12 months.

2. Comply with APA Ethical Principles and Code of Conduct, state law, and all Solara policies.
3. Maintain timely, professional documentation and fulfill all case-related responsibilities.
4. Attend supervision and training sessions consistently and with preparation.
5. Participate actively in case presentations, evaluation feedback, and all assigned clinical duties.
6. Notify the Training Director of any significant personal or professional concerns that may affect performance or professional standing.

Liability Insurance

Interns are required to carry student liability insurance for the duration of the internship, either through their doctoral program or a professional organization (e.g., APA Trust).

Stipend and Benefits

Solara Psychological Services provides each pre-doctoral intern with a **stipend of \$35,000** for the full training year, disbursed on a **biweekly** basis. This internship is classified as a full-time, temporary training position.

Additional benefits include:

- Flexible time off for conference attendance or dissertation-related obligations (as approved by the Training Director)
- Observance of major holidays and clinic closures as scheduled

Solara does not currently offer health insurance, but interns are encouraged to maintain coverage through their university or personal plan.

Signatures

Intern Name (Printed): _____

Intern Signature: _____

Date: _____

Arthur R. Cardona, PsyD
Training Director, Solara Psychological Services

Signature: _____

Date: _____

DIRECTORY OF PSYCHOLOGICAL SERVICES STAFF MEMBERS

Arthur R. Cardona, PsyD

Internship Director & Licensed Clinical Psychologist

- B.A., Texas Tech University
- M.A., The Texas School of Professional Psychology – Dallas Campus
- PsyD., The Texas School of Professional Psychology
- Psychoanalytic Candidate, Dallas Psychoanalytic Institute
- Licensure: Texas Licensed Psychologist (#34800)
- Affiliations: Texas Psychological Association, American Psychological Association, American Psychoanalytic Association
- Areas of Specialization: Psychological and neuropsychological assessment, child and adolescent psychopathology, forensic evaluation, existential and psychodynamic psychotherapy, systems consultation

Gunnar Newman, PhD

Supervising Psychologist

- [Insert degrees, institutions]
- Licensure: Texas Licensed Psychologist (#XXXX)
- Areas of Specialization: [e.g., Adult assessment, neurocognitive testing, inpatient consultation, trauma, brief intervention]
- Role: Secondary supervisor and delegated supervision provider for interns