

PATH

PROGRAM FOR THE ADVANCEMENT OF TRAUMA HEALING

DOCTORAL INTERNSHIP IN HEALTH SERVICE PSYCHOLOGY

2026-2027 PROGRAM HANDBOOK



Everett & West Seattle,
Washington

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PROGRAM FOR THE ADVANCEMENT OF TRAUMA HEALING (PATH)

ORGANIZATION OVERVIEW

Program for the Advancement of Trauma Healing (PATH) is a 501(c)(3) nonprofit organization that was founded in response to a simple but persistent problem: far more people need specialized trauma services than there are providers adequately trained to offer them.

Although awareness of psychological trauma has grown substantially over the past several decades, access to trauma-specific assessment, psychotherapy, consultation, and other specialized services remains limited in many communities. Individuals affected by complex trauma, dissociation, interpersonal violence, childhood maltreatment, systemic oppression, and other forms of adversity often struggle to find providers with the knowledge, skills, and training necessary to respond effectively to their needs.

PATH was established to help address that gap. Our mission is to train the next generation of mental health professionals in evidence-based, liberation-focused approaches to healing—centering dignity, cultural humility, and the wisdom of lived experience. Through supervised assessment and treatment, community partnerships, and research, PATH works to expand access to care for individuals and communities often marginalized by traditional mental health systems.

At PATH, we understand trauma healing as more than symptom reduction. While relief from suffering is important, we believe healing is ultimately about freedom: the freedom to understand and value one's unique identity, values, relationships, passions, and sense of purpose, and the freedom to move through the world from that place. Trauma, violence, neglect, discrimination, and other forms of adversity can narrow what feels possible. Healing expands those possibilities by creating greater opportunities for authenticity, connection, agency, and self-determination.

We are committed to upholding and centering human dignity. We believe that every person has inherent worth and wisdom. People are not defined by diagnoses, symptoms, or the strategies they have developed to survive difficult circumstances. Rather than asking what is wrong with someone, we seek to understand how their experiences have shaped them and what strengths, adaptations, and insights they have developed along the way. This perspective informs how we provide services, conduct assessments, supervise trainees, engage in research, and build relationships with our communities.

PATH is also explicitly liberation-focused and anti-colonial in its approach to professional practice. We recognize that psychological suffering emerges within broader social, cultural, historical, political, and economic contexts that influence both exposure to adversity and access to healing. As such, we encourage trainees to critically examine the ways systems of power, privilege, oppression, and exclusion shape the lives of those they serve, the communities in which they work, and the profession of psychology itself.

This commitment is not separate from clinical practice; it is reflected in how we conceptualize distress, formulate cases, conduct assessments, develop treatment plans,

engage with communities, and evaluate outcomes. We believe that culturally-responsive and ethically-grounded care requires ongoing attention to context, humility regarding the limits of our own perspectives, and openness to forms of knowledge that have historically been marginalized within dominant professional frameworks. Accordingly, trainees are encouraged to cultivate critical consciousness, engage thoughtfully with multiple ways of knowing, and remain attentive to the relationship between individual experiences and the larger systems in which those experiences occur.

Training is one of PATH's primary strategies for advancing this mission. We believe that increasing access to trauma healing requires expanding the number of professionals equipped to provide those services competently, ethically, and culturally responsively. Every psychologist trained in trauma-specific, dignity-based, and liberation-focused practice increases the profession's capacity to meet the needs of individuals and communities whose experiences have too often been overlooked, misunderstood, or inadequately addressed.

For this reason, training is central to PATH's mission. Through intensive supervision, mentorship, research, and applied clinical experience, we seek to prepare psychologists who can contribute meaningfully to the lives of those they serve while helping shape a profession that is increasingly responsive to the realities of trauma, adversity, and human diversity.



DOCTORAL INTERNSHIP IN PSYCHOLOGY

The PATH Doctoral Internship in Psychology is a 2,000-hour, full-time, 12-month training experience designed to prepare doctoral trainees for entry-level practice as health service psychologists. Consistent with PATH's organizational mission, the internship emphasizes both broad generalist preparation and advanced competency in trauma-focused psychological practice.

The primary aim of the internship is to prepare emerging psychologists who are competent, ethical, reflective, and responsive practitioners capable of providing high-quality psychological services across a range of professional activities and settings. Through supervised clinical practice, didactic training, consultation, research, leadership development, and progressive responsibility, interns develop competency in all APA Profession-Wide Competencies while receiving advanced training in the assessment, treatment, and broader implications of psychological trauma.

Psychologists serve as supervisors, consultants, advocates, researchers, educators, organizational leaders, and contributors to the ongoing development of the profession. Accordingly, the internship seeks to cultivate psychologists who are able to integrate scientific rigor, cultural humility, critical consciousness, and respect for human dignity across all aspects of professional practice.

By the completion of the training year, interns are expected to be prepared for entry-level practice as health service psychologists, demonstrate advanced competency in working with individuals affected by trauma and adversity, and capably lead the profession of psychology toward a more anti-oppressive, dignity-based future.

TRAINING PHILOSOPHY AND EDUCATIONAL MODEL

PATH's educational philosophy is grounded in dignity-based, liberation-focused, and anti-oppressive approaches to psychology. We believe psychologists develop through a combination of scholarship, mentorship, experience, reflection, and engagement with the individuals and communities they serve. The internship is organized around three interconnected commitments: practitioner-scholar training, developmental mentorship, and professional formation.

PRACTITIONER-SCHOLAR TRAINING

PATH is grounded in a practitioner-scholar model in which the primary goal of training is the development of competent, ethical, and thoughtful professional practice. Interns are encouraged to engage critically with psychological literature, integrate relevant research into their work, and evaluate the effectiveness of the services they provide.

At the same time, we recognize that meaningful psychological understanding emerges from many sources. Empirical research, clinical expertise, cultural knowledge, community wisdom, and lived experience each offer important perspectives. Interns are encouraged to engage these sources thoughtfully, consider their strengths and limitations, and integrate them in ways that are responsive to the needs of those they serve.

We emphasize collaborative processes through which understanding is developed alongside clients, communities, colleagues, and other professionals. Research and program evaluation are incorporated throughout training as tools for learning, accountability, and improving services.

DEVELOPMENTAL MENTORSHIP

PATH views professional growth as the ongoing development of knowledge, skills, attitudes, and professional identity, and how these elements shape ethical and clinical judgment. This development occurs through relationships, experience, feedback, mentorship, and personal reflection intentionally cultivated throughout the training year. Interns work closely with licensed psychologists, postdoctoral fellows, and practicum students within a collaborative learning environment that emphasizes increasing autonomy, responsibility, feedback, and accountability.

Because training is inherently relational, attention is given to the ways power, culture, identity, and context shape learning, supervision, consultation, and professional development throughout the internship. Interns are encouraged to engage actively in these training relationships, offer and receive feedback openly, and view the internship as a space for both skill development and professional growth.

PROFESSIONAL FORMATION

A central aim of the internship is the formation of psychologists whose professional identities reflect authenticity, humility, sound judgment, critical reflection, and leadership. PATH views the development of a psychologist as more than the acquisition of knowledge and technical skill. Effective practice requires ongoing examination of one's assumptions, values, identities, emotional responses, and use of self in professional work.

Questions of power, privilege, culture, oppression, and responsibility are not treated as peripheral to training. They are understood as essential components of ethical practice, cultural responsiveness, and professional integrity. Interns are encouraged to consider how their own experiences shape their work and how their work, in turn, affects the individuals, communities, and systems with which they engage.

Professional formation at PATH also includes a commitment to stewardship of the profession. Psychologists influence the future of psychology through their work, scholarship, and leadership. Accordingly, interns are encouraged to consider the psychologist they hope to become and the kind of profession they hope to help create.

PROFESSION-WIDE COMPETENCIES AND TRAINING GOALS

The PATH Doctoral Internship in Psychology is designed to support interns' development across all APA Profession-Wide Competencies required for entry-level practice in health service psychology. These competencies are developed through integrated clinical, assessment, supervision, consultation, research, and professional development experiences across the training year.

PATH provides broad generalist preparation with a specific emphasis on trauma-focused psychological practice. Interns are expected to develop competence across the full range of professional psychology activities while learning to apply those competencies with individuals, families, groups, organizations, and communities affected by trauma and adversity. Throughout the internship, attention is given to the ways culture, intersectional identity, power, oppression, survival, trauma, and resilience shape psychological assessment, intervention, consultation, supervision, research, and ethical decision-making.

Consistent with APA accreditation standards, PATH provides training and evaluation in the following Profession-Wide Competency domains:

1. Research
2. Ethical and legal standards
3. Individual and cultural diversity
4. Professional values, attitudes, and behaviors
5. Communication and interpersonal skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation and interprofessional/interdisciplinary skills

Interns are expected to demonstrate increasing competence in each domain over the course of the training year. Competency development is supported through supervised practice, didactic training, case consultation, assessment, research and program evaluation activities, supervision-of-supervision, direct observation, written feedback, and formal evaluation. By the conclusion of internship, interns are expected to demonstrate readiness for entry-level practice as health service psychologists with a specific emphasis on psychological trauma.

PROGRAM STRUCTURE AND TRAINING ACTIVITIES

The PATH Doctoral Internship in Psychology is a full-time, 2,000-hour training program completed over 12 months during the 2026–2027 training year. Interns are expected to complete approximately 40 hours of internship activity per week. The internship provides broad preparation in health service psychology with concentrated training in trauma-focused assessment, psychotherapy, consultation, supervision, research, and professional development.

PATH provides services and training through its Everett and West Seattle locations, as well as through telehealth when clinically appropriate and consistent with supervision, training, and regulatory requirements. Intern schedules are developed in consultation with training faculty and may shift across the year based on training goals, case availability, program needs, and the intern's interests.

CORE TRAINING ACTIVITIES

Internship training is organized around several recurring activities that support development across the APA Profession-Wide Competencies. These include direct clinical service, assessment activities, individual and group supervision, didactic training, clinical consultation, research and program evaluation, supervision-of-supervision, documentation, preparation, and professional development.

A typical week includes approximately 24 hours of direct service or service-related contact activities, 4–6 hours of supervision, 6–8 hours of structured training activities, and additional time for documentation, preparation, research, and other professional responsibilities. These numbers are intended to describe the general rhythm of the training year rather than a fixed schedule for every week.

DIRECT CLINICAL SERVICE

Interns provide psychological services under the supervision of licensed psychologists. Clinical activities may include individual, relationship, family, and group psychotherapy, diagnostic interviewing, treatment planning, care coordination, crisis assessment, collateral consultation, and other clinically appropriate services.

Consistent with PATH's mission, interns receive training in working with people affected by trauma and adversity across a broad range of presentations. This may include experiences related to complex trauma, dissociation, interpersonal violence, childhood abuse and neglect, attachment disruptions, grief, identity-based harm, systemic oppression, anxiety, mood concerns, relational difficulties, and other trauma-related or co-occurring concerns.

Although clinical training is not organized around a single treatment modality or theoretical orientation, interns are trained to draw from evidence-based and theoretically grounded approaches within a broader framework informed by multicultural-feminism, liberation psychology, and anti-colonial paradigms. Interns are expected to formulate cases carefully and select interventions responsive to the person, context, goals, culture,

identities, and lived experience of those seeking care. Training faculty support interns in integrating evidence-based practice with dignity-based, culturally responsive, and trauma-focused clinical judgment.

ASSESSMENT TRAINING

Assessment is a major component of the PATH internship. Interns participate in comprehensive, trauma-specific psychological evaluations that may include diagnostic, personality, cognitive, functional, and neuropsychological instruments. Assessment training emphasizes referral-question development, culturally responsive interviewing and test selection, administration, scoring, interpretation, integrative report writing, and feedback.

PATH approaches assessment as a collaborative and meaning-making process, not merely the production of diagnostic conclusions. Interns are trained to consider how trauma, dissociation, culture, identity, language, context, disability, oppression, resilience, and lived experience may shape assessment data and clinical interpretation. Reports are expected to be clinically useful, respectful, well-reasoned, and written in language that reflects the dignity and complexity of the person being evaluated.

For advanced trainees with appropriate interest and readiness, elective forensic assessment opportunities may be available through the assessment seminar and supervised casework. These opportunities may include exposure to evaluations relevant to family court, criminal court, or organizational contexts, including fitness-for-duty evaluations. Forensic opportunities depend on case availability, trainee readiness, and supervisor determination.

CONSULTATION AND INTERPROFESSIONAL COLLABORATION

Interns develop consultation skills through clinical case consultation, collaboration with collateral providers, participation in training discussions, and communication with professionals across relevant systems of care. Depending on clinical assignments and elective experiences, interns may consult with physicians, attorneys, educators, community partners, organizational representatives, or other professionals involved in service provision or community outreach.

Consultation training emphasizes clarity, humility, ethical judgment, and responsiveness to context. Interns learn to communicate psychological knowledge in ways that are accurate, useful, respectful, and attentive to the needs of the person, family, organization, or system being served.

DIDACTICS, STRUCTURED SEMINARS, AND CONSULTATION

In addition to supervised clinical service and assessment work, interns participate in structured seminars and consultation spaces throughout the training year. These activities are designed to support clinical skill development, professional identity formation, ethical practice, research competence, and integration of PATH's trauma-focused training emphasis.

DIDACTIC SERIES

The Didactic Series provides structured instruction in topics relevant to health service psychology, trauma-focused practice, ethics, cultural responsiveness, and professional development. Didactics are intended to help interns connect scholarship, clinical practice, lived experience, and professional judgment as intersecting facets of their work.

EVIDENCE-BASED PRACTICE SEMINAR

The Evidence-Based Practice Seminar introduces interns to multiple psychotherapy models and helps them think critically about how evidence is used in clinical decision-making. Consistent with evidence-based practice in psychology, the seminar emphasizes the integration of best available research, clinical expertise, and client characteristics, culture, preferences, and lived experience.

Seminar topics may include treatment approaches such as Narrative Therapy, Acceptance and Commitment Therapy, EMDR, motivational interviewing, feminist therapy, and other trauma-relevant models. Interns examine each approach on its own terms, including its theoretical foundations, assumptions about change, clinical applications, and limitations. The seminar also considers how different models may be integrated within a broader clinical practice framework that remains responsive to the person, context, goals, identities, and needs of those seeking care.

RESEARCH AND PROGRAM EVALUATION SEMINAR

Research and program evaluation are integrated into the internship through a structured seminar focused on research in applied practice settings. The seminar emphasizes clinical outcomes research, qualitative research, and program evaluation methods.

During the 2026–2027 training year, the intern will complete a program evaluation project focused on PATH's training program. This project is intended to meet research and program evaluation training requirements while allowing the intern to contribute meaningfully to the future development of the organization. Research seminar time may also be used for dissertation release time when appropriate and approved as part of the intern's training plan.

ASSESSMENT SEMINAR AND ASSESSMENT SUPERVISION

Interns receive foundational education in psychological measurement and training in the use of a broad range of assessment instruments, including measures of personality, cognition, neuropsychological functioning, trauma, dissociation, emotional functioning, adaptive functioning, and functional capacities. The seminar emphasizes the statistical, theoretical, and empirical bases of psychological tests, including how instruments are developed, what they are designed to measure, the psychometric evidence supporting their use, and the limitations that must be considered when interpreting results.

Interns also develop applied competence in the full assessment process, including referral-question development, test selection, standardized administration, behavioral observation, scoring, interpretation, integrative report writing, and feedback. Training emphasizes the clinical judgment required to determine when particular measures are appropriate, when available instruments are insufficient, and how assessment should proceed when psychological constructs cannot be adequately captured by existing tests alone.

Across the year, interns are expected to expand both their knowledge of specific psychological tests and their capacity to use assessment procedures responsibly. This includes learning to integrate clinical interview data, collateral information, behavioral observations, psychometric findings, cultural and contextual considerations, and the lived experience of the person being evaluated into a coherent, useful, and dignified assessment product.

FORENSIC ASSESSMENT, SUPERVISION, AND CONSULTATION

Assessment seminar also includes training in forensic assessment. All trainees receive exposure to the distinct roles, ethical obligations, referral questions, standards of practice, and communication demands involved in forensic work. This includes attention to the differences between therapeutic and forensic roles, psycholegal referral questions, evaluator impartiality, limits of confidentiality, collateral data, report writing, and communication with courts, attorneys, organizations, and other referral sources.

Advanced trainees with relevant interest and readiness may have opportunities to participate in forensic assessment cases. These opportunities may include evaluations relevant to family court, criminal court, or organizational contexts, including fitness-for-duty evaluations. Trainees who participate in forensic cases receive individual and group supervision related to that work. Forensic case involvement depends on case availability, trainee readiness, supervisor determination, and applicable ethical, legal, and regulatory requirements.

CLINICAL CONSULTATION GROUP

Clinical Consultation Group provides a regular space for case discussion, peer learning, and integration of clinical, ethical, cultural, and systemic considerations. Interns use consultation to deepen formulation skills, consider multiple perspectives, and receive feedback from training faculty and peers.

SUPERVISION SEMINAR AND SUPERVISION-OF-SUPERVISION

The Supervision Seminar supports interns' development as emerging supervisors through examination of supervision models, ethical and legal responsibilities, boundaries, feedback, evaluation, power, identity, and the relational dynamics that shape supervisory work. Interns also learn through direct experience providing supervision to practicum students and reflecting on that work with licensed psychologists.

A central task of the seminar is for interns to develop their own theoretical framework for supervision. This includes considering how they understand professional growth, what conditions support learning, how feedback should be offered, and how power and responsibility are held within supervisory relationships.

As part of this seminar, interns provide supervision to practicum students under the oversight of licensed psychologists and receive group supervision regarding that work. This experience is designed to help interns develop foundational competence as supervisors while ensuring that practicum students receive appropriate support within the training hierarchy. Supervisory responsibilities are assigned and monitored by training faculty and remain consistent with the intern's level of training, demonstrated competence, and applicable ethical, legal, and regulatory requirements.

FLEXIBILITY AND INDIVIDUALIZED TRAINING

PATH's internship includes structured requirements as well as opportunities for individualized training. Interns work with supervisors and training faculty to identify training goals, areas of interest, and opportunities for growth. When possible, clinical assignments, assessment experiences, elective forensic opportunities, research activities, and leadership opportunities are co-constructed in ways that support the intern's development while meeting program requirements and service needs.

Because PATH is a developing training organization, interns in the 2026–2027 cohort will have a unique opportunity to contribute to the formation of the program itself. Intern feedback, program evaluation data, and participation in training activities will help shape future iterations of PATH's internship and broader training model.

SUPERVISION MODEL

Supervision and mentorship are central to the PATH internship. Interns receive an average of 4–6 hours of supervision per week and no less than one hour of supervision for every 10 hours worked. Supervision is provided by licensed psychologists and is designed to support development across clinical practice, assessment, ethics, consultation, research, supervision, and professional identity.

Each intern is assigned a primary supervisor who maintains ongoing responsibility for the intern's overall clinical training plan, professional development, and progress toward successful completion of the internship. Interns also participate in additional supervisory relationships related to assessment, supervision of practicum students, consultation, research and program evaluation, and other training activities. These relationships allow interns to learn from multiple psychologists while receiving coordinated feedback across the training year.

Training relationships are intended to support the intern's development as a psychologist, not simply review clinical work. Across supervision and mentorship experiences, interns receive feedback on clinical reasoning, ethical judgment, case formulation, professional communication, use of self, and the ways power, identity, and context shape professional relationships. Attention is also given to documentation, legal and ethical responsibilities, and the intern's developing voice as a psychologist.

Interns train within a broader learning community that includes practicum students, a postdoctoral fellow, licensed psychologists, and members of the training faculty. This structure creates opportunities for layered learning, peer consultation, mentorship, and leadership across levels of training. Although each intern has designated supervisors, professional development is supported by the full training community.

COORDINATION OF SUPERVISION

PATH's training faculty communicate regularly regarding intern progress, training needs, supervision goals, and program requirements. Feedback from primary supervision, assessment supervision, supervision-of-supervision, seminars, consultation groups, and other training activities is integrated into the intern's overall training plan and formal evaluation process.

Interns are encouraged to be active participants in shaping their supervision. This includes identifying learning goals, reflecting on their development, asking for feedback, discussing emerging areas of interest, and naming areas where additional support or challenge may be needed. When concerns arise, supervisors and training faculty are expected to address them directly, respectfully, and developmentally, with attention to both the intern's growth and the program's responsibility to the public, clients, trainees, and the profession.

USE OF TELESUPERVISION

PATH may use telesupervision as part of the internship when clinically appropriate, consistent with the intern's training needs, and aligned with applicable Washington State requirements. Telesupervision refers to supervision of psychological services through synchronous audio and video technology when the supervisor is not in the same physical facility as the intern. PATH does not treat telesupervision as a lesser form of supervision; rather, it is used intentionally when it supports the goals, structure, and training outcomes of the internship.

Telesupervision may be used for individual supervision, assessment supervision, supervision-of-supervision, consultation, seminar-related supervision, or other training activities when appropriate. The use of telesupervision is determined by training faculty based on the intern's demonstrated competence, training needs, clinical responsibilities, location, access needs, and the nature of the material being reviewed. Telesupervision may be supplemented or replaced by in-person supervision when clinically indicated, when required by the training activity, when requested and feasible, or when training faculty determine that in-person supervision is necessary to support competence, professional development, client welfare, or the supervisory relationship.

Supervisors providing telesupervision maintain full professional responsibility for the clinical cases and training activities under their supervision. Interns have access to scheduled supervision as well as nonscheduled consultation and crisis support when needed. Procedures for urgent consultation, risk management, emergency response, and clinical coverage are reviewed during orientation and reinforced throughout the training year.

PATH uses secure, confidential communication platforms for telesupervision and expects supervisors and interns to participate from private locations that protect client and trainee confidentiality. Interns and supervisors are expected to use technology capable of supporting reliable synchronous audio and video communication. Orientation includes review of relevant technology, privacy expectations, documentation procedures, and steps to take if technological problems interfere with supervision.

PATH considers diversity, equity, inclusion, and accessibility in decisions about telesupervision. Telesupervision may increase access, reduce unnecessary travel burden, and support participation across PATH's Everett and West Seattle locations and telehealth services. At the same time, training faculty monitor whether telesupervision is adequately supporting the intern's learning, professional socialization, supervisory relationships, and integration into the training community.

The quality and effectiveness of telesupervision are reviewed through ongoing feedback, formal evaluation, training faculty consultation, and program evaluation activities. Interns are encouraged to discuss their experience of telesupervision, including any concerns about access, privacy, technology, relationship development, supervision quality, or professional connection. PATH may adjust the balance of telesupervision and in-person supervision based on intern feedback, supervisor assessment, clinical needs, training outcomes, accessibility considerations, or program requirements.

CORE TRAINING FACULTY

Charles Benincasa, PsyD

Founder

Executive Director

Clinical Training Director



Dr. Benincasa is responsible for the overall integrity and quality of the Doctoral Internship in Psychology. As Clinical Training Director, he oversees the structure of the training program, supervision model, evaluation process, due process procedures, training documentation, and coordination with doctoral programs. Dr. Benincasa is a clinical and forensic psychologist specializing in complex trauma, dissociation, and trauma-related assessment and psychotherapy. His clinical and scholarly work focuses on extreme forms of early childhood abuse, neglect, and maltreatment; dissociative processes; and dignity-based approaches to healing that emphasize cultural humility and non-pathologizing care. In addition to his clinical, forensic, and consulting practices, Dr. Benincasa is actively involved in public policy advocacy and currently serves as Co-President-Elect of the Washington State Psychological Association. He has served as an Associate Editor for the *Journal of Threat Assessment and Management* and as a Contributing Editor/Section Head for Dissociation for the *Journal of Psychological Injury and Law*. He has held faculty appointments in the Doctor of Psychology in Clinical Psychology program at Antioch University Seattle and at the Seattle Institute of East Asian Medicine.

Tyson Bailey, PsyD ABPP

Board of Directors Chair

Director of Operations

Assessment Coordinator



Dr. Bailey is a board-certified clinical psychologist who specializes in working with individuals experiencing distressing reactions to traumatic events. As Director of Operations, he supports the systems necessary for ethical and effective clinical training, including EHR infrastructure, billing and documentation systems, communication procedures, and administrative operations. He also serves as a core member of the training faculty and provides assessment-related supervision and consultation. Dr. Bailey is passionate about working with people who experience discrimination based on aspects of identity, including sexual orientation, gender, cultural traditions, and race. His other areas of interest include men's mental health, the intersection of psychology and the law, and social justice issues. He is actively involved in organizations focused on increasing public and professional understanding of the benefits of psychological services at the state and national levels. Dr. Bailey is the former editor-in-chief of the *Journal of Threat Assessment and Management* and is an associate editor for *Psychological Trauma: Theory, Research, Practice, and Policy*. He is a past president of APA Division 56: Trauma Psychology and served as a co-chair of the task force that developed the recently published APA *Professional Practice Guidelines for the Assessment of Psychological Trauma in Adults*.

Elizabeth Scriven, PsyD SUDP
Director of Advancement
Access Coordinator



Dr. Scriven is a licensed psychologist in Washington State who identifies as Disabled and uses a wheelchair. As Director of Advancement, she supports PATH's work related to community partnerships, accessibility, equity, and organizational responsiveness. She also serves as a core member of the training faculty and contributes to the program's commitment to anti-oppressive, culturally responsive, and dignity-based training. Dr. Scriven has worked in community mental health for over a decade and utilizes an integrative feminist approach that incorporates trauma-informed understanding, skills-based interventions, and narrative therapy, which situates people as the authors of their own stories. She also earned a master's degree in Rehabilitation Counseling, with a focus on working with people with disabilities and chronic health conditions, and is a certified rehabilitation counselor and certified substance use professional. Her clinical work has primarily focused on teens and adults across the lifespan with marginalized identities, including LGBTQ+ people, BIPOC communities, people from diverse religious backgrounds, Disabled people, and those with chronic health conditions. She is the current Co-President-Elect of the Washington State Psychological Association and is a speaker and educator on topics including critical theories of race, disability, queer identity, and intersectionality.

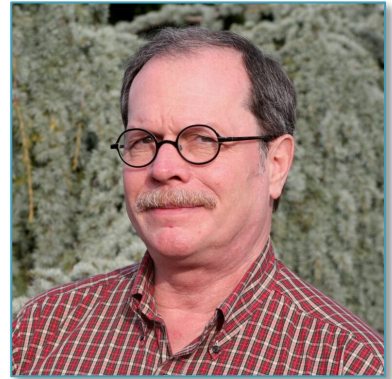
ADDITIONAL SUPERVISING AND TRAINING FACULTY

Michelle Brown, PsyD



Dr. Brown is a licensed clinical psychologist who specializes in treating individuals who have experienced trauma, chronic pain, or illness. Her work emphasizes clients' inherent strengths while supporting them in developing new ways to heal from traumatic experiences. After years of working in integrative health care settings, she developed a deep understanding of the impact of traumatic events on health, physical well-being, and emotional well-being. Dr. Brown is a certified psychedelic-assisted therapy provider (PATP) and offers ketamine-assisted psychotherapy (KAP), eye movement desensitization and reprocessing (EMDR), dialectical behavior therapy (DBT), feminist therapy, and animal-assisted psychotherapy with her therapy dog, Lucille. She has extensive experience providing forensic evaluations and psychological assessments, with a particular focus on trauma, chronic and acute health conditions, and the intersections of physical and behavioral health.

Bill Heusler, PsyD



Dr. Heusler is a licensed psychologist with several specialty areas, including trauma-informed therapy and assessment. His approach is collaborative and integrative. Dr. Heusler provides services for children, adolescents, and adults with individual, relationship, and family difficulties. He also provides specialized services for first responders, including firefighters, paramedics, law enforcement officers, and corrections personnel. Dr. Heusler is a former core faculty member in the Doctor of Psychology in Clinical Psychology program at Antioch University Seattle. He has several years of experience supervising trainees, chairing dissertations, and supporting graduate student professional development.

Heather Spence, PsyD



Dr. Spence is a licensed clinical psychologist and certified psychedelic-assisted therapy provider (PATP). With a strong focus on social justice, she has particular expertise working with survivors of childhood maltreatment and people who are transgender or gender nonbinary. Dr. Spence utilizes a relational orientation with the integration of evidence-based strategies, including solution-focused, intersectional feminist, mindfulness, and behavioral approaches. She focuses on strengths and preferences to develop collaborative treatment relationships and is often joined by her therapy dog, Lilly.

Additional training faculty may contribute to supervision, consultation, didactics, or specialized training activities based on program needs, trainee interests, and faculty availability.

EVALUATION, FEEDBACK, AND INTERN DEVELOPMENT

PATH is committed to providing interns with clear expectations, ongoing feedback, and formal evaluation throughout the training year. Evaluation is intended to support professional growth, ensure readiness for entry-level practice, and protect the welfare of clients, supervisees, organizations, and communities served by the program.

Interns are evaluated in relation to the APA Profession-Wide Competencies, PATH's training aims, and the intern's individualized training goals. Evaluation includes attention to clinical practice, assessment, ethics, cultural responsiveness, consultation, supervision, research and program evaluation, communication, professional behavior, and the intern's developing identity as a psychologist. Minimum levels of achievement for each competency are specified in PATH's intern evaluation forms and are reviewed with interns during orientation and formal evaluation meetings.

Feedback is provided throughout the year as an ongoing part of training rather than something reserved for formal evaluation periods. Formal written evaluations occur at least quarterly. Evaluations are completed by the intern's primary supervisor and incorporate feedback from other members of the training faculty involved in the intern's clinical, assessment, supervision, consultation, research, and seminar activities. The Clinical Training Director completes formal summative evaluations at midyear and at the conclusion of internship.

Direct observation is included as part of the evaluation process. Observation may occur through live observation, co-therapy, review of recorded sessions, review of assessment administration, observation of feedback sessions, or other methods appropriate to the training activity being evaluated.

Interns are expected to demonstrate growth across the training year. Early in the internship, evaluation emphasizes orientation to the setting, emerging competence, responsiveness to feedback, and development of the intern's training goals. As the year progresses, increasing attention is given to integration, judgment, autonomy, professional identity, and readiness for entry-level practice.

Evaluation is a collaborative process. Interns are expected to participate actively by reflecting on their development, identifying areas of growth, discussing concerns or support needs, and engaging feedback with openness and professionalism. Supervisors and training faculty are expected to provide feedback that is clear, timely, respectful, behaviorally grounded, and connected to the competencies and responsibilities of the internship.

Formal evaluations are reviewed with the intern and maintained as part of the intern's training record. Written evaluations are also provided to the intern's doctoral program at the midpoint and conclusion of the training year, and at other times if required by the doctoral program or clinically indicated by the intern's progress.

DUE PROCESS, REMEDIATION, AND GRIEVANCE PROCEDURES

PATH is committed to providing a training environment that is fair, transparent, respectful, anti-oppressive, and developmentally responsive. The program recognizes that interns are still in training and that growth often includes mistakes, uncertainty, feedback, and areas requiring additional support. At the same time, PATH has responsibility to ensure the welfare of clients, supervisees, community members, organizations, trainees, and the profession.

DUE PROCESS & REMEDIATION

Due process procedures are intended to ensure that concerns about intern performance or conduct are addressed clearly, consistently, and fairly. When concerns arise, PATH seeks to respond in a manner that supports intern growth whenever remediation is appropriate, while also maintaining anti-oppressive ethical, legal, clinical, and training responsibilities.

IDENTIFICATION OF CONCERNS

Concerns about intern performance may arise through supervision, direct observation, review of clinical documentation, assessment reports, consultation groups, seminar participation, feedback from training faculty, feedback from practicum students or supervisees, client-related concerns, communication with the intern's doctoral program, or other training activities.

Concerns may include, but are not limited to, difficulties with clinical competence, assessment practice, ethical or legal judgment, professional behavior, communication, responsiveness to feedback, documentation, reliability, boundaries, cultural responsiveness, supervision provided to practicum students, or conduct that may affect client care, trainee welfare, professional relationships, or the integrity of the training program.

CLARITY AND BEHAVIORAL ANCHORING OF CONCERNS

Concerns about intern performance or conduct must be described as clearly and specifically as possible. Feedback should identify the relevant competency, expectation, behavior, work product, or training responsibility involved; provide examples when available; and describe the impact or potential impact on clients, supervisees, colleagues, documentation, assessment work, ethical responsibilities, or the training program.

Broad evaluative terms such as “professionalism,” “attitude,” “judgment,” or “interpersonal concern” should not be used as stand-alone explanations for a formal concern. When such terms are relevant, they must be anchored to specific competencies, observable behaviors, patterns of interaction, or clearly identified training expectations. The purpose of this requirement is to reduce ambiguity, minimize bias, support meaningful remediation, and ensure that feedback is delivered in a manner consistent with PATH's dignity-based training philosophy.

If an intern receives feedback that feels vague, confusing, overly subjective, or insufficiently connected to identifiable competencies or behaviors, the intern is encouraged to seek

clarification from the person providing the feedback and may also bring the concern to the Clinical Training Director. If the Clinical Training Director is involved in the concern or the intern does not believe the matter can be addressed impartially through that channel, the intern may request alternative oversight as described in the Protection Against Bias, Conflict of Interest, and Retaliation section.

PATH is responsible for ensuring that supervisors and training faculty provide feedback that is clear, behaviorally grounded, competency-linked, and developmentally useful. The program is also responsible for supporting training faculty in developing the skills and resources needed to provide feedback in this manner.

INITIAL RESPONSE TO CONCERNS

When specific, observable, and measurable concerns are identified, the relevant supervisor or training faculty member will ordinarily address them directly with the intern, in a dignity-based way, as soon as reasonably possible. Many concerns can be addressed through ordinary supervisory feedback, clarification of expectations, additional training, increased support, or adjustment of the intern's training plan.

When a concern is more serious, persistent, or not adequately resolved through routine feedback, the supervisor or training faculty member will consult with the Clinical Training Director. The Clinical Training Director may gather additional information, consult with relevant training faculty, and determine whether a formal remediation process is needed.

NOTICE OF FORMAL CONCERN

If a formal remediation process is initiated, the intern will receive written notice of the concern. The notice will describe the nature of the concern, the competency or program expectation involved, the evidence supporting the concern, and the potential impact on the intern's progress in the program. It is important to note that **a notice of formal concern should never come as a surprise to the intern.** If a notice of formal concern *does* come as a surprise to the intern, this indicates a fundamental breakdown of the **program's** responsibility to the intern. PATH is committed to working closely with interns to ensure that concerns have been reasonably communicated to them and that opportunities to incorporate that feedback have been fairly given.

The intern will have an opportunity to respond to the concern, provide relevant information, ask questions, and participate in discussion of next steps. PATH will make reasonable efforts to ensure that the intern understands the concern, the expected standard, and the process that will follow.

PROTECTION AGAINST BIAS, CONFLICT OF INTEREST, AND RETALIATION

PATH recognizes that interns occupy a lower-power position within the training relationship and that due process procedures must protect against actual or perceived bias, conflict of interest, and retaliation. Interns will not be penalized, threatened, or treated adversely for raising concerns, participating in due process or grievance procedures, requesting alternative oversight, or otherwise engaging in good faith with program policies.

If the Clinical Training Director is the supervisor or training faculty member initiating a formal concern, responsibility for determining whether formal remediation is warranted will be assigned to the Director of Advancement or Director of Operations. If formal remediation proceeds, that alternate administrator will oversee the remediation process through completion unless another arrangement is required to protect fairness, impartiality, or continuity of training.

An intern may also request alternative oversight if they have a good-faith concern that the Clinical Training Director cannot impartially oversee a formal concern, remediation process, summative evaluation, or related decision. Such a request should be submitted in writing and should identify the basis for the concern. When appropriate, responsibilities typically held by the Clinical Training Director may be reassigned to the Director of Advancement, Director of Operations, or another qualified member of the training faculty.

If the intern reasonably believes that no member of the training faculty can oversee the process in good faith, the intern may request review by a neutral licensed psychologist who is not directly involved in the concern. The neutral reviewer must be a psychologist in good standing, have no significant conflict of interest with the intern or PATH, and agree in writing to maintain confidentiality and comply with applicable ethical, legal, and privacy requirements. The reviewer may be selected by mutual agreement between the intern and PATH. If agreement cannot be reached, disinterested members of PATH's Board of Directors will identify an appropriate neutral reviewer.

The neutral reviewer may review relevant documentation, written responses from the intern, program records related to the concern, and other information necessary to evaluate the fairness and adequacy of the process, provided that disclosure does not violate client confidentiality, trainee privacy, or other legal or ethical obligations. The reviewer may provide written recommendations regarding process fairness, remediation conditions, timelines, evaluation procedures, or other steps needed to protect the integrity of the process.

PATH will consider the neutral reviewer's recommendations in good faith while retaining responsibility for final decisions regarding intern competence, client welfare, supervision, training requirements, remediation, and internship completion. Any final decision that departs from the reviewer's recommendations will be documented in writing, including the rationale for the decision.

REMEDIATION

When remediation is appropriate, PATH will develop a written remediation plan. The plan will identify the areas requiring improvement, the expected outcomes, steps the intern must take, supports or training resources to be provided by the program, timelines for review, and methods for evaluating progress.

Remediation plans may include additional supervision, increased direct observation, focused readings or didactic work, revised clinical or assessment responsibilities, additional review of documentation or reports, consultation with specific training faculty, limits on

certain activities until competence is demonstrated, or other steps appropriate to the concern.

The goal of remediation is to support the intern in meeting program expectations whenever that is possible. Remediation is not intended to be punitive. It is a structured process for addressing concerns that require more than routine feedback.

REVIEW OF PROGRESS

The intern's progress will be reviewed according to the timeline identified in the remediation plan. Review may include supervisor ratings, direct observation, review of work products, consultation with training faculty, feedback from affected training activities, and the intern's own reflection on progress.

At each review point, the intern will receive feedback regarding whether sufficient progress has been made, whether the plan should continue, whether additional supports or modifications are needed, or whether the concern has been resolved.

POSSIBLE OUTCOMES

Possible outcomes of a formal remediation process include successful completion of remediation, continuation or revision of the remediation plan, modification of training responsibilities, notification of the intern's doctoral program, probationary status within the internship, extension of training when feasible and appropriate, or dismissal from the internship.

Dismissal from the internship is reserved for serious concerns, failure to make adequate progress during remediation, conduct that cannot be remediated, or circumstances in which continued participation in the program would create unacceptable risk to clients, supervisees, trainees, the public, or the integrity of the training program.

DOCUMENTATION

Concerns, remediation plans, progress reviews, and outcomes will be documented and maintained as part of the intern's training record. The intern will receive copies of formal written notices, remediation plans, and formal decisions related to remediation or program status.

APPEAL RIGHTS

An intern may appeal a formal remediation decision, probationary status, modification of training responsibilities, extension of training, dismissal from the internship, or other formal decision that may affect the intern's standing in the program or successful completion of internship.

Appeals must be submitted in writing to the Clinical Training Director within 10 business days of the intern receiving written notice of the decision. The written appeal should identify the decision being appealed, the basis for the appeal, and any supporting information the intern would like considered.

Grounds for appeal may include procedural error, bias or conflict of interest, retaliation, reliance on vague or insufficiently behaviorally anchored concerns, disproportionate response to the concern, new information not reasonably available at the time of the decision, or evidence that the decision was not supported by the available record.

If the Clinical Training Director was involved in the original decision, initiated the concern, or is the subject of the intern's appeal, the appeal will be reviewed by the Director of Advancement, Director of Operations, or another qualified member of the training faculty who was not directly involved in the decision being appealed. If the intern reasonably believes that no member of the training faculty can review the appeal in good faith, the intern may request use of the neutral reviewer process described in the Protection Against Bias, Conflict of Interest, and Retaliation section.

The appeal reviewer may examine the written decision, remediation plan, evaluation materials, relevant documentation, written responses from the intern, information from involved training faculty, and any other information necessary to evaluate the appeal, provided that review remains consistent with applicable ethical, legal, and confidentiality requirements.

The appeal reviewer will issue a written decision within a reasonable timeframe, ordinarily within 15 business days of receiving the appeal unless additional time is needed to gather information or consult with relevant parties. Possible outcomes include upholding the original decision, modifying the decision, returning the matter for additional review, revising the remediation plan, assigning alternative oversight, or determining that the concern has been resolved.

The written appeal decision will be provided to the intern and maintained as part of the intern's training record. When appropriate, the intern's doctoral program will be notified of the appeal outcome, particularly when the decision affects the intern's standing, training responsibilities, remediation status, or completion of internship.

INTERN GRIEVANCE PROCEDURES

PATH is committed to maintaining a training environment in which interns can raise concerns without fear of retaliation. Interns are encouraged to address concerns early whenever possible, particularly when doing so may allow misunderstanding, conflict, or training-related difficulties to be resolved informally. At the same time, interns are not required to resolve concerns informally when the nature of the concern, power dynamics involved, or potential risk of retaliation would make informal resolution inappropriate or unsafe.

Grievances may involve concerns about supervision, evaluation, training assignments, workload, due process, discrimination, harassment, retaliation, bias, identity-based harm, inequitable treatment, access or accommodation needs, ethical concerns, interpersonal treatment, concerns related to culture, identity, or power within the training environment, or other aspects of the program.

When appropriate, interns are encouraged to first discuss concerns directly with the person involved or with their primary supervisor. If the intern does not feel comfortable doing so, or if the concern involves the primary supervisor, the intern may bring the concern to the Clinical Training Director, Director of Advancement, Director of Operations, or another member of the training faculty.

Formal grievances should be submitted in writing and should describe the concern, the individuals or program structures involved, relevant dates or events when known, any steps already taken to address the concern, and the resolution or support the intern is requesting. PATH will review the grievance promptly and may gather information from the intern, involved faculty or staff, relevant documentation, and other sources as appropriate. Review of grievances will be conducted with attention to confidentiality, fairness, and the need to protect all individuals involved.

If the grievance involves the Clinical Training Director, responsibility for review will be assigned to the Director of Advancement, Director of Operations, or another qualified member of the training faculty who is not directly involved in the concern. If the intern reasonably believes that no member of the training faculty can review the grievance in good faith, the intern may request alternative oversight or neutral review consistent with the procedures described in the Protection Against Bias, Conflict of Interest, and Retaliation section.

PATH will provide the intern with a written response to the grievance within a reasonable timeframe, ordinarily within 15 business days unless additional time is needed to gather information, consult with relevant parties, or address safety, confidentiality, or legal considerations. The written response may include findings, steps taken to address the concern, modifications to training arrangements, referral to other institutional processes, or an explanation of why no further action is being taken.

Interns will not be penalized, threatened, or treated adversely for raising a grievance in good faith, participating in grievance procedures, requesting alternative oversight, or expressing concerns about training, supervision, evaluation, bias, discrimination, retaliation, or program functioning. Concerns about retaliation should be reported immediately to the Clinical Training Director, Director of Advancement, Director of Operations, or another appropriate member of the training faculty.

Grievances and program responses will be documented and maintained in accordance with PATH's training record policies, confidentiality obligations, and applicable ethical, legal, and regulatory requirements.

SUCCESSFUL COMPLETION REQUIREMENTS

Successful completion of the PATH Doctoral Internship in Psychology requires satisfactory completion of the 12-month, 2,000-hour training program and demonstration of readiness for entry-level practice as a health service psychologist.

To successfully complete the internship, interns must:

1. Complete the required internship term and accrue 2,000 hours of approved internship training activity.
2. Maintain an internship schedule consistent with program expectations, typically approximately 40 hours per week.
3. Demonstrate satisfactory progress across the APA Profession-Wide Competencies.
4. Complete assigned clinical service responsibilities, including documentation and other required clinical records.
5. Complete assigned assessment responsibilities, including assessment administration, scoring, interpretation, report writing, and feedback as applicable.
6. Participate in required supervision, consultation groups, seminars, didactic training, research/program evaluation activities, and supervision-of-supervision.
7. Complete the required program evaluation or research-related training activity.
8. Provide supervision to practicum students under the oversight of licensed psychologists and participate in related supervision-of-supervision activities.
9. Demonstrate adherence to applicable ethical, legal, regulatory, documentation, and professional standards.
10. Address any identified remediation requirements, if applicable, in a manner determined satisfactory by the program.

Successful completion is determined by the Clinical Training Director in consultation with the intern's primary supervisor and relevant members of the training faculty. The decision is based on formal evaluations, supervisor feedback, direct observation, completion of required training activities, documentation of internship hours, and the intern's progress toward program expectations.

Upon successful completion of the internship, PATH will provide the intern with a certificate of completion documenting the internship start and end dates and total completed internship hours. PATH will also provide required completion documentation to the intern's doctoral program and maintain completion records in accordance with program record-retention policies.

STIPEND, BENEFITS, AND PROFESSIONAL SUPPORT

For the 2026–2027 training year, the PATH Doctoral Internship in Psychology provides a stipend of \$45,000. Interns are full-time trainees and are expected to complete approximately 40 hours of internship activity per week across the 12-month training year.

PATH provides full medical and dental benefits for interns. Additional details regarding benefit enrollment, coverage dates, and plan options will be provided during onboarding.

Interns receive two weeks of paid time off during the training year. Interns also receive an additional two weeks of flexible release time, which may be used for dissertation-related work, postdoctoral fellowship interviews, professional development, conference attendance, or other approved training-related activities. Requests for paid time off and release time should be made in advance whenever possible and must be coordinated with clinical responsibilities, supervision requirements, and program needs.

Funds to offset external training or professional development activities may be available upon request. Approval is based on the relevance of the activity to the intern's training goals, available organizational resources, and program discretion.

PATH recognizes that internship is a demanding training year and seeks to support interns in meeting both program requirements and major professional-development milestones. Interns are encouraged to discuss anticipated needs for dissertation work, postdoctoral applications, conferences, religious or cultural observances, family responsibilities, health needs, and other relevant considerations with their supervisors as early as possible so that planning can occur in a thoughtful and clinically responsible manner.



ELIGIBILITY, APPLICATION, AND SELECTION PROCEDURES

The PATH Doctoral Internship in Psychology is designed for advanced doctoral students in clinical, counseling, or school psychology who are prepared for full-time internship training. Applicants must be enrolled in a doctoral psychology program and must be certified by their doctoral program as ready for internship prior to the start of the training year.

Applicants are expected to have completed the academic, clinical, and programmatic requirements necessary to begin internship as determined by their doctoral program. This typically includes completion of required coursework, appropriate practicum training, and sufficient supervised experience in psychological assessment, psychotherapy, ethics, diversity, and professional practice to benefit from an advanced doctoral internship.

PATH seeks applicants whose training goals align with the program's mission and model. Strong applicants will demonstrate interest in trauma-focused psychological practice, dignity-based care, cultural humility, anti-oppressive approaches to psychology, and the integration of assessment, intervention, consultation, supervision, research, and professional identity development. Prior experience working with trauma, complex clinical presentations, marginalized communities, psychological assessment, or systems impacted by inequity may strengthen an application, but applicants are not expected to arrive as specialists.

Selection decisions are based on goodness of fit between the applicant's training goals and PATH's program aims, readiness for the responsibilities of internship, prior clinical and assessment experience, commitment to ethical and culturally responsive practice, openness to feedback and reflection, and capacity to participate meaningfully in a developing training organization.

PATH is committed to fair and equitable selection procedures. Applicants are evaluated without discrimination on the basis of race, ethnicity, color, national origin, ancestry, religion, age, disability, medical condition, genetic information, marital or family status, sex, sexual orientation, gender identity or expression, veteran status, socioeconomic background, or any other status protected by applicable law.

Application procedures, deadlines, required materials, interview format, and notification procedures may vary by training year and will be provided in current recruitment materials. Applicants are encouraged to review all available program materials carefully and to ask questions about training structure, supervision, expectations, benefits, accessibility, and fit during the application and interview process.

TRAINING LOCATIONS, RESOURCES, AND ADMINISTRATIVE SUPPORT

PATH provides training and clinical services through its Everett and West Seattle locations, as well as through telehealth when clinically appropriate and consistent with supervision, training, and regulatory requirements. Interns may participate in services, supervision, seminars, consultation, assessment activities, and administrative responsibilities across these settings.

Interns who provide clinical services through telehealth are required to complete Washington State telemedicine training consistent with RCW 43.70.495. Interns must complete the required training, sign and retain any required attestation, and provide documentation of completion to PATH before providing telehealth services. PATH will review telehealth procedures during orientation, including informed consent, confidentiality, technology expectations, emergency planning, documentation, and relevant legal and ethical responsibilities.

Interns are provided with the resources necessary to participate meaningfully in the training program and to complete assigned clinical, assessment, documentation, research, and supervision responsibilities. These resources may include access to clinical workspace, secure electronic health record systems, secure communication tools, psychological assessment materials, supervision and consultation, administrative support, and other program resources needed for assigned training activities.

PATH's administrative infrastructure is designed to support ethical, legally compliant, and clinically responsible practice. Interns receive orientation to documentation procedures, informed consent processes, confidentiality requirements, mandated reporting obligations, telehealth procedures, emergency and risk-management protocols, billing-related documentation expectations, and other policies relevant to the provision of psychological services.

Interns also receive support in understanding the operational realities of professional psychology practice. This may include exposure to scheduling, documentation standards, coordination of care, insurance and billing considerations, clinical recordkeeping, assessment workflow, professional communication, and the administrative responsibilities associated with ethical service delivery.

Because PATH is a developing organization, interns in the 2026–2027 training year will also have opportunities to observe and contribute to the ongoing development of program infrastructure. Intern feedback will be especially important in identifying training needs, improving administrative systems, strengthening documentation processes, and refining the internship program for future cohorts.

DIVERSITY, EQUITY, INCLUSION, ACCESSIBILITY, AND TRAINING CLIMATE

PATH is committed to creating a training environment that is equitable, accessible, anti-oppressive, and grounded in respect for human dignity. This commitment applies to clinical services, supervision, seminars, consultation, assessment, research, organizational decision-making, and the relationships among trainees, faculty, staff, clients, and community partners.

Interns are expected to engage actively with issues of culture, identity, power, privilege, oppression, marginalization, and social location as they relate to professional psychology. This includes attention to the ways these factors shape clinical relationships, assessment interpretation, diagnosis, treatment planning, supervision, consultation, research, and professional communication. PATH does not view these considerations as separate from competence; they are central to ethical and effective psychological practice.

PATH also recognizes that trainees bring their own identities, histories, values, strengths, and lived experiences into the training environment. The program seeks to support interns in developing greater awareness of how these factors influence their professional work while also respecting appropriate boundaries between training, supervision, and personal therapy. Interns are not expected to disclose personal information beyond what is relevant to training, client care, ethical practice, or professional development.

The program is committed to providing reasonable accommodations and supporting access needs consistent with applicable law, ethical responsibilities, and program requirements. Interns are encouraged to communicate accommodation needs or access concerns as early as possible so that appropriate planning can occur. Requests for accommodation will be handled respectfully and with attention to confidentiality, feasibility, clinical responsibilities, and the essential functions of the internship.

PATH is also committed to addressing concerns about discrimination, harassment, bias, identity-based harm, inequitable treatment, retaliation, or barriers to access within the training environment. Interns are encouraged to raise concerns through supervision, training leadership, grievance procedures, or other appropriate channels. The program is responsible for responding to such concerns in a manner that is timely, respectful, and consistent with its stated commitments.

ACCREDITATION STATUS AND PROGRAM DEVELOPMENT

The PATH Doctoral Internship in Psychology is a developing internship program structured to align with recognized standards for doctoral internship training in health service psychology. The 2026–2027 training year represents PATH's initial internship cohort.

PATH is not currently APA-accredited and is not currently a member of APPIC. The program has been developed with attention to APA Standards of Accreditation for doctoral internship programs, APPIC expectations for internship training, Washington State licensure requirements, and the requirements of interns' doctoral programs. PATH intends to pursue APPIC membership, including provisional membership if applicable, and APA accreditation eligibility when the program has sufficient operational history, documentation, and outcome data to do so.

Interns and doctoral programs are encouraged to review PATH's training materials carefully and to ask any questions needed to determine whether the internship meets the requirements of the intern's academic program, intended licensing jurisdiction, and professional goals. PATH will provide documentation of training structure, supervision, evaluations, completed hours, and successful completion of internship in accordance with program policies and applicable requirements.

As a developing program, PATH is committed to ongoing self-study and program improvement. Intern feedback, supervisor feedback, training outcome data, program evaluation findings, and consultation with doctoral programs will be used to refine the internship over time. The 2026–2027 intern will have a meaningful role in this process through participation in the required research/program evaluation activity focused on PATH's training program.

CONTACT INFORMATION

Questions about the PATH Doctoral Internship in Psychology may be directed to the Clinical Training Director.

Charles Benincasa, PsyD

Founder, Executive Director, and Clinical Training Director

Program for the Advancement of Trauma Healing

Email: charles@healwithpath.org

Phone: (425) 285-8353

Prospective interns, doctoral training directors, and other interested parties are encouraged to contact PATH with questions about training structure, supervision, eligibility, accreditation status, accessibility, benefits, application procedures, or fit with doctoral program requirements.