



Interaction Dynamics Doctoral Psychology Internship Manual

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Program Review

Welcome to Interaction Dynamics, where our mission is to support clients in creating a life that feels both meaningful and rewarding. Based in Chicago, Illinois, we are a psychological practice that integrates evidence-based clinical expertise, coaching strategies, and years of experience to guide clients toward growth, healing, and well-being. We take a comprehensive and collaborative approach to addressing psychological concerns. By combining therapy, coaching, and a wide range of psychological assessments and tools, we work together to better understand our clients' experiences and help them overcome challenges. While the past cannot be changed, we can help you move beyond its effects and build a path forward. Whether you're navigating a difficult moment or ready to embrace new possibilities, we are here to support you in reaching your goals.

The Interaction Dynamics Doctoral Internship Program is equipped to train two doctoral interns each training year. At Interaction Dynamics, our internship program offers immersive, hands-on clinical training in psychological assessment, diagnosis, and treatment planning for a wide range of cognitive, emotional, personality, and developmental concerns. With access to an extensive library of assessment tools, trainees gain rich opportunities for clinical growth, developing both breadth and depth in diagnostic formulation and therapeutic insight. We are committed to providing high-quality, culturally responsive training that equips future clinicians to serve individuals and families with skill and empathy.

At Interaction Dynamics, we foster a communicative and interdependent work environment, despite working within a field that often leans toward autonomy and isolation. Our clinical team is committed to maintaining a culture of professionalism that also embraces authenticity, support, and even a sense of humor. We believe that bringing our full selves to the work, human, imperfect, and evolving, benefits both our colleagues and the clients we serve. We also actively strive to make our team more inclusive and representative of the communities around us. This includes both personal and organizational commitments to equity, representation, and cultural responsiveness. Trainees who are open to self-reflection, willing to explore areas of growth, and eager to receive and integrate feedback tend to gain the most from our training experiences. Our ideal applicants are organized, adaptable, and thoughtful in their clinical writing. Strong communication, accountability, and time management are essential. We view feedback and collaboration as core tools for development, and expect our trainees to approach them with openness and professionalism.



Drawing on years of experience training future psychologists, Dr. Gerber has observed that the most successful and fulfilled trainees typically share the following qualities:

- Strong clinical curiosity and reflective capacity
- A genuine excitement for learning and growth
- The ability to work independently, while recognizing when to seek supervision or support
- Openness to feedback and collaboration, with a mindset that embraces lifelong learning
- A professional demeanor paired with an authentic, human presence
- The capacity to build rapport with a diverse range of clients
- Strong organizational and time management skills
- A solid work ethic and commitment to excellence
- Creative thinking and a flexible approach to clinical challenges
- Sound clinical judgment and ethical integrity
- Prior experience working with children, adolescents, and families
- An interest in psychological assessment and diagnostic formulation

We welcome applicants who resonate with this philosophy and are eager to grow within a supportive, dynamic training environment.

Training Site Description

Interaction Dynamics is a private outpatient practice located in downtown Chicago, Illinois. The practice provides psychological assessment and psychotherapy services to children, adolescents, and adults, with a primary emphasis on young adults. The clinical population presents with a wide range of concerns, including attention-deficit/hyperactivity disorder (ADHD), autism spectrum disorder (ASD), learning disorders, anxiety, depression, trauma-related conditions, and personality-related concerns.

The practice specializes in comprehensive psychological, psychoeducational, and neurodevelopmental evaluations, as well as evidence-based psychotherapy. Referrals are received from pediatricians, primary care physicians, psychiatrists, schools, allied health professionals, and self-referrals. Services are provided in both in-person and telehealth formats.

The training environment consists of licensed clinical psychologists and trainees working collaboratively within a relational and developmentally informed framework. Interns work closely with supervisors and participate in a supportive, interactive clinical setting



that emphasizes consultation, feedback, and professional development. While the setting is a private practice, the training model incorporates elements of interdisciplinary collaboration through consultation with schools, medical providers, and other professionals.

Interns are provided with a range of clinical experiences, including psychological assessment, individual psychotherapy, consultation, and outreach. The site maintains a steady and diverse referral base, allowing interns to develop competencies across diagnostic categories, developmental stages, and levels of clinical complexity.

Doctoral Internship Requirements

The Doctoral Internship consists **of one year of full-time training (2,000 hours)**, structured to provide advanced clinical, diagnostic, and professional development experiences within an Interaction Dynamics framework. The full-time schedule includes 32 on-site clinical hours and 8 additional hours designated for documentation, professional development, supervision preparation, and scholarly activity. Supervisors are available for consultation during all clinical activities in which interns provide services.

Interns maintain a consistent caseload of approximately 15 clients per week across in-person and telehealth modalities. In addition to ongoing therapeutic services, interns complete a minimum of sixteen comprehensive diagnostic evaluations during the training year. Responsibilities include clinical interviewing, assessment selection, administration, scoring, interpretation, report writing, feedback sessions, treatment planning, interdisciplinary consultation, and required documentation. Interns are also responsible for client communication, scheduling, and the maintenance of timely clinical records.

Expectations for Intern Performance

Interns in the Interaction Dynamics Doctoral Internship are expected to demonstrate progressive development toward entry-level competence in professional psychology, consistent with the APA Standards of Accreditation and APPIC guidelines. Expectations are defined across clinical performance, professional behavior, participation in training activities, and achievement of competency benchmarks.

Interns are expected to actively engage in all aspects of clinical service delivery within the Interaction Dynamics framework. Interns maintain an ongoing psychotherapy caseload of approximately 15 clients per week and complete a minimum of 16 comprehensive psychological assessments during the training year. Responsibilities



include conducting intake evaluations, developing and implementing treatment plans, monitoring progress, and producing timely, accurate, and integrative clinical documentation. Interns are also expected to provide feedback to clients and relevant stakeholders and participate in consultation with interdisciplinary providers when appropriate. Increasing independence, sound clinical judgment, and integration of supervisory feedback are expected over the course of the training year.

Active participation in all training components is required. Interns attend and engage in individual supervision for a minimum of two hours per week, as well as group supervision, diagnostic consultation, and didactic seminars. Interns are expected to prepare for supervision through case review and reflection, participate in elective and professional development opportunities, and demonstrate openness to feedback by integrating supervisory guidance into their clinical work.

Interns are expected to demonstrate professional values and behaviors consistent with the ethical practice of psychology. This includes adherence to the APA Ethical Principles of Psychologists and Code of Conduct, maintenance of appropriate professional boundaries and confidentiality, timely completion of documentation and administrative responsibilities, and reliable attendance and punctuality. Interns are expected to communicate professionally with clients, supervisors, and colleagues, respond constructively to feedback, and engage in ongoing self-reflection regarding their professional development and the impact of their behavior on others.

Interns are expected to demonstrate growth across all APA Profession-Wide Competencies, including research and evidence-based practice, ethical and legal standards, individual and cultural diversity, professional values and behaviors, communication and interpersonal skills, assessment, intervention, supervision, and consultation. Competency development is expected to be developmental and progressive, with increasing autonomy and complexity in clinical work over time.

Intern performance is evaluated using a competency-based rating system aligned with APA standards. Interns are formally evaluated at midyear and at the end of the year, with evaluations incorporating both supervisor ratings and intern self-assessments. Competency levels are defined along a developmental continuum, and a midyear rating below intermediate competency will result in the initiation of Due Process procedures. Successful completion of the internship requires that interns achieve advanced competency across all domains by the final evaluation, reflecting readiness for entry-level independent practice.



If an intern does not meet expected performance standards, concerns are addressed through a developmentally appropriate remediation process as outlined in the Due Process Procedures section of this manual. Interns receive clear written feedback, specific expectations for improvement, and a defined timeline for reassessment.

Interns are expected to engage with and apply the Interaction Dynamics framework throughout their training. This includes demonstrating awareness of relational, contextual, and systemic influences on behavior, engaging in reflective practice regarding their role in clinical interactions, and integrating interpersonal and moment-to-moment processes into assessment and intervention. Interns are expected to develop a professional identity grounded in relational and developmental principles consistent with the Interaction Dynamics model.

APA Profession-Wide Competencies

The Interaction Dynamics Doctoral Internship is organized around the APA Profession-Wide Competencies (PWCs), which serve as the foundation for training, supervision, and evaluation. All training goals, clinical experiences, and performance evaluations are aligned with these competency domains.

Demonstrates behavior that reflects the values and attitudes of psychology, including integrity, accountability, lifelong learning, and concern for the welfare of others. Recognizes situations that challenge adherence to professional values and engages in self-reflection to strengthen professional identity and development.

The following competencies reflect the APA Profession-Wide Competencies and their required elements. These competencies are operationalized through specific behavioral indicators and are directly evaluated using the program's standardized intern evaluation form.

Communication and Interpersonal Skills:

Communicates effectively and respectfully with clients, families, colleagues, and other professionals. Demonstrates the ability to establish and maintain therapeutic alliances and professional relationships across settings.

Individual and Cultural Diversity:

Demonstrates awareness, sensitivity, and responsiveness to individual and cultural diversity. Applies knowledge of diversity factors (e.g., race, ethnicity, gender, sexual orientation, socioeconomic status, religion, ability status) to clinical work, supervision, and professional interactions consistent with APA guidelines.

**Ethical and Legal Standards:**

Applies ethical principles and legal standards relevant to professional activities. Demonstrates knowledge of the APA Ethical Principles of Psychologists and Code of Conduct and applicable laws, regulations, and policies governing psychological practice.

Research:

Demonstrates knowledge of scientific methods and the application of research to practice. Critically evaluates research literature and integrates empirical findings into clinical decision-making and program evaluation.

Assessment:

Demonstrates competence in selecting, administering, scoring, and interpreting psychological assessment tools. Integrates assessment data from multiple sources to inform case conceptualization, diagnosis, and treatment planning.

Intervention:

Develops evidence-based intervention plans informed by assessment and case conceptualization. Implements interventions effectively, evaluates treatment progress, and modifies approaches based on outcome data and clinical judgment.

Supervision:

Demonstrates knowledge of supervision models and practices. Engages in supervisory processes appropriately and, when applicable, begins to develop competency in providing supervision to others.

Consultation and Interprofessional/Interdisciplinary Skills:

Demonstrates knowledge of consultation models and practices. Collaborates effectively with professionals from other disciplines and applies consultation skills across systems, settings, and client populations.



Training Goals of the Interaction Dynamics Doctoral Internship

The Interaction Dynamics Doctoral Internship is designed to prepare interns for entry-level practice as professional psychologists through a competency-based training model consistent with the APA Standards of Accreditation and APPIC guidelines. The program emphasizes the integration of scientific knowledge, clinical skill, ethical practice, and reflective professional development.

Goal 1: Competence in Evidence-Based Practice and Integration of Science and Practice

Interns will demonstrate competence in integrating scientific knowledge and clinical practice. Interns will:

- Apply current research findings to guide assessment, intervention, and consultation
- Utilize evidence-based practices in clinical decision-making
- Engage in ongoing evaluation of treatment effectiveness using outcome data
- Demonstrate critical thinking in the application of psychological science to clinical work

Goal 2: Competence in Psychological Assessment

Interns will demonstrate competence in psychological assessment across diverse populations. Interns will:

- Select, administer, score, and interpret appropriate assessment instruments
- Integrate data from multiple sources (e.g., interviews, standardized tests, collateral information)
- Develop accurate diagnostic formulations
- Produce clear, well-organized, and clinically useful psychological reports
- Provide effective feedback to clients and relevant stakeholders

Goal 3: Competence in Psychotherapeutic Intervention

Interns will demonstrate competence in the delivery of evidence-based psychotherapeutic interventions. Interns will:



- Conduct comprehensive intake evaluations
- Develop and implement individualized, evidence-based treatment plans
- Establish and maintain effective therapeutic alliances
- Apply interventions appropriate to presenting concerns and client characteristics
- Monitor and evaluate treatment progress and outcomes

Goal 4: Competence in Ethical and Legal Standards

Interns will demonstrate knowledge of and adherence to ethical and legal standards in psychology. Interns will:

- Apply the APA Ethical Principles of Psychologists and Code of Conduct in clinical practice
- Recognize and address ethical dilemmas using sound professional judgment
- Demonstrate awareness of legal standards relevant to psychological practice
- Maintain appropriate professional boundaries and confidentiality

Goal 5: Competence in Individual and Cultural Diversity

Interns will demonstrate competence in working with individuals from diverse backgrounds. Interns will:

- Demonstrate awareness of their own cultural identities, values, and potential biases
- Integrate cultural, contextual, and individual diversity factors into all aspects of clinical work
- Provide culturally responsive assessment, intervention, and consultation
- Address issues of power, privilege, and systemic inequities in clinical practice

Goal 6: Competence in Professional Values, Attitudes, and Behaviors

Interns will demonstrate professional values and behaviors consistent with the practice of psychology. Interns will:

- Exhibit integrity, accountability, and professional responsibility
- Be receptive to supervision and feedback and incorporate it into practice
- Engage in self-reflection and self-monitoring to enhance professional development
- Demonstrate appropriate professional conduct across settings



Goal 7: Competence in Communication and Interpersonal Skills

Interns will demonstrate effective communication and interpersonal skills. Interns will:

- Communicate clearly and professionally in oral and written formats
- Establish and maintain effective working relationships with clients and professionals
- Adapt communication style to meet the needs of diverse audiences
- Manage challenging interpersonal interactions effectively

Goal 8: Competence in Supervision

Interns will demonstrate knowledge of supervision models and practices. Interns will:

- Effectively utilize supervision to enhance clinical competence
- Demonstrate openness to feedback and the ability to implement supervisory guidance
- Develop beginning skills in providing supervision or peer consultation, as appropriate
- Understand ethical and professional responsibilities in supervision contexts

Goal 9: Competence in Consultation and Interprofessional Collaboration

Interns will demonstrate competence in consultation and collaboration. Interns will:

- Provide consultation to individuals and systems using psychological knowledge
- Collaborate effectively with professionals from other disciplines (e.g., medicine, education, allied health)
- Communicate recommendations clearly and appropriately to consultees
- Contribute to integrated systems of care

How the Training Curriculum Achieves These Goals

The Interaction Dynamics Doctoral Internship utilizes a developmental, competency-based training model grounded in the Interaction Dynamics framework, which emphasizes the understanding of human behavior as emerging from relational, contextual, and moment-to-moment interpersonal processes. Training focuses on helping interns recognize, assess, and intervene in the dynamic interactions between individuals, their environments, and broader systems.



Through a combination of supervised clinical experience, relationally focused supervision, didactic instruction, and reflective practice, interns develop the competencies necessary for entry-level practice as professional psychologists.

Supervised Clinical Experience at Interaction Dynamics

Interns engage in direct clinical service with an emphasis on understanding and intervening in interactional patterns across intrapersonal, interpersonal, and systemic levels.

- Interns provide psychological assessment, psychotherapy, intake evaluations, and consultation
- Clinical work emphasizes identifying recurring relational patterns, emotional processes, and contextual influences
- Interns receive **a minimum of two hours of individual supervision per week** from licensed psychologists
- Supervision focuses on:
 - Real-time clinical decision-making
 - Recognition of interactional dynamics in therapy
 - Use of the therapeutic relationship as a mechanism of change
- Interns are expected to progressively assume greater autonomy while maintaining reflective awareness of their role within clinical interactions

Psychological Assessment Training

Assessment training emphasizes not only diagnosis but also understanding the dynamic interplay of cognitive, emotional, behavioral, and relational factors.

- Interns complete comprehensive neuropsychological assessments integrating multiple data sources
- Training highlights:
 - Functional and contextual understanding of symptoms
 - Patterns of relating, coping, and meaning-making
- Reports emphasize integrative, person-centered formulations rather than solely categorical diagnosis
- Feedback sessions focus on communicating findings in a collaborative and relationally attuned manner

Psychotherapeutic Intervention Training



Interns develop intervention skills that target maladaptive interaction patterns and promote adaptive relational functioning.

- Interns provide evidence-based psychotherapy informed by Interaction Dynamics principles
- Training emphasizes:
 - Use of the therapeutic relationship as an active intervention
 - Recognition and repair of relational ruptures
 - Flexibility in responding to shifting interpersonal and emotional dynamics
- Interns learn to tailor interventions based on:
 - Client characteristics
 - Contextual/systemic influences
 - Moment-to-moment clinical processes
- Outcome monitoring includes both symptom change and improvements in relational functioning

Didactic Seminars Anchored in Interaction Dynamics

Didactics are designed to integrate theoretical knowledge, research, and applied clinical skills within the Interaction Dynamics model.

Topics include:

- Interactional theories of personality and psychopathology
- Process-oriented psychotherapy and relational interventions
- Evidence-based practice within dynamic and contextual frameworks
- Ethical decision-making in complex relational contexts
- Cultural and systemic influences on interaction patterns
- Supervision models with an emphasis on relational processes

Seminars explicitly link theory to lived clinical interactions, helping interns translate knowledge into practice.

Diversity and Cultural Responsiveness in Clinical Practice

The program conceptualizes diversity as embedded within ongoing interactions shaped by culture, identity, power, and context.

- Interns examine how cultural identities influence:
 - Perception, communication, and relational expectations



- Training emphasizes:
 - Awareness of one's own positionality within clinical interactions
 - The impact of systemic inequities on client experiences
- Supervisors support interns in integrating cultural considerations into:
 - Case conceptualization
 - Intervention strategies
 - Therapeutic relationships

Consultation and Interprofessional Collaboration in Systems Context

Interns develop consultation skills by applying Interaction Dynamics principles to systems-level interactions.

- Interns participate in multidisciplinary teams
- Training focuses on:
 - Understanding team dynamics and roles
 - Communicating psychological insights effectively within systems
- Interns learn to identify and intervene in interaction patterns within organizations and care systems

Supervision Training and Reflective Use of Self

Supervision is conceptualized as a relational process that mirrors clinical work.

- Interns are trained to:
 - Use supervision to examine their own emotional and interpersonal responses
 - Recognize parallel process and interactional patterns
- Didactics address:
 - Models of supervision
 - Giving and receiving feedback
- When appropriate, interns may engage in peer consultation or supervision experiences, emphasizing relational awareness

Professional Development through Reflective Practice

The program emphasizes the development of a reflective, relationally attuned professional identity.

- Interns engage in ongoing self-reflection regarding:



- Their role in clinical interactions
 - Emotional responses and biases
- Supervisors provide feedback on:
 - Professional behavior
 - Use of self in clinical work
- Interns are encouraged to develop a coherent professional identity grounded in Interaction Dynamics principles

Evaluation of Competency Development

Intern progress is evaluated using a competency-based framework aligned with APA standards, with attention to both skill acquisition and relational functioning.

- Evaluations assess:
 - Clinical competence
 - Ethical practice
 - Use of self and awareness of interactional processes
- Feedback is provided regularly in both written and verbal formats
- Interns demonstrate competency through:
 - Case presentations
 - Assessment reports
 - Clinical performance across settings

Interaction Dynamics / Integrated Developmental Model Focus

This internship is grounded in the Interaction Dynamics approach, drawing from the Integrated Developmental Model (IDM) of supervision. Training emphasizes growth across three primary developmental domains:

- Self–Other Awareness
- Motivation
- Autonomy

Interns are supported in identifying their developmental level and are guided toward progressive increases in independence, clinical complexity, and professional identity formation. Supervisors intentionally calibrate feedback, structure, and expectations according to the intern's stage of development, fostering both competence and confidence.

Within this framework, interns are encouraged to:



- Develop reflective self-awareness in clinical decision-making
- Recognize how personal reactions influence therapeutic interactions
- Strengthen professional identity through intentional self-examination
- Increase autonomy while maintaining appropriate consultation practices
- Navigate interpersonal and systemic dynamics effectively

Supervision is structured, relational, and developmentally attuned. Interns receive four hours of supervision weekly, including individual supervision with licensed psychologists and group supervision focused on therapy process and diagnostic formulation. Supervision prioritizes psychological safety, direct feedback, collaborative case conceptualization, and graduated responsibility.

Clinical and Diagnostic Development

Interns receive advanced training in psychotherapy and assessment across the lifespan. Clinical training includes individual, family, and dyadic therapy, with emphasis on trauma-informed care, developmental sensitivity, and culturally responsive practice. Interns learn to flexibly adapt interventions based on client presentation, contextual factors, and systemic influences.

Assessment training includes educational, psychological, neurodevelopmental, and social-emotional evaluations. Interns are trained to:

- Select assessment batteries aligned with referral questions
- Formulate differential diagnoses
- Integrate multi-source data into coherent conceptualizations
- Develop targeted, system-based recommendations
- Conduct developmentally appropriate feedback sessions
- Diagnostic training emphasizes clinical reasoning, synthesis of data, and the translation of findings into meaningful recommendations across home, school, and community settings.

Interns may provide services through both in-person and telehealth modalities. Telehealth services are conducted using HIPAA-compliant platforms and follow all applicable professional, legal, and ethical standards. Interns receive supervision and training related to telehealth practice, including informed consent procedures, risk management, and emergency protocols for remote care.



Professional Identity and Leadership Development

The Interaction Dynamics internship promotes the transition from trainee to emerging psychologist. Interns have opportunities to:

- Provide peer supervision to practicum students
- Assist with diagnostic consultation and case conceptualization
- Facilitate didactic presentations related to scholarly work
- Engage in program development initiatives
- Evaluations are conducted at midyear and at the end of the training year using APA core competency domains. Interns are expected to demonstrate advanced competence by the conclusion of the training year, reflecting readiness for entry-level independent practice.

Throughout the internship, Interaction Dynamics remains central: development is viewed as relational, iterative, and progressive. Interns are supported in cultivating clinical skills, self-awareness, and professional maturity within a structured yet growth-oriented environment. Interns are formally evaluated midyear and at the end of the year.

Psychology Training Committee

The Interaction Dynamics Doctoral Internship is overseen by the Psychology Training Committee, which is responsible for maintaining the integrity and quality of the training program.

The responsibilities of the Training Committee include:

- Review and selection of internship applicants
- Oversight of intern training experiences
- Monitoring intern progress and competency development
- Review of evaluation data and training outcomes
- Development and revision of internship policies and procedures
- Ensuring compliance with APPIC and APA training standards

The Training Committee meets regularly throughout the internship year to review training activities and program development. The committee is chaired by the Training Director and includes licensed psychologists involved in supervision and training.



Application Requirements

Applicants to the Interaction Dynamics Doctoral Internship must meet the following eligibility criteria at the time of application:

- Completion of a minimum of **three years of pre-internship doctoral-level graduate training**
- A minimum of **600 direct service hours**
- Current enrollment in an **APA-accredited doctoral program in clinical or counseling psychology**

Applicants must demonstrate foundational competence in assessment, intervention, ethical practice, and professional conduct consistent with internship-level readiness. Candidates should show evidence of developing autonomy, reflective capacity, and engagement in supervision aligned with the Interaction Dynamics framework.

A complete application to the Interaction Dynamics Doctoral Internship includes:
Application for Psychology Internship (AAPI)

- **Cover Letter** outlining training goals and fit with the Interaction Dynamics model
- **Three letters of recommendation**, including at least one from a current or recent clinical supervisor
- **One de-identified diagnostic report** demonstrating assessment competency
- **Essays (AAPI Question 1-4)**
- Official graduate school transcripts

All application materials must be submitted by **November 1, 2026**. Incomplete applications will not be reviewed.

Internship Selection Policy and Procedures

All completed applications received by **November 1, 2026**, will be reviewed by the Interaction Dynamics Training Committee. Applicants who submit a complete application will be notified of their interview status by **December 5, 2026**.

Approximately **20 applicants** will be invited to interview.



Interview Process

Invited applicants will participate in a comprehensive interview experience designed to assess clinical competence, professional readiness, and alignment with the Interaction Dynamics framework. The interview process includes:

- **Two individual interviews** with members of the Psychology Training Committee and with the Training Director
- A therapy and assessment **case conceptualization** dialogue
- A **tour of the training community space** and an opportunity to meet staff
- Interviews are conducted in person unless otherwise specified.
- The interview day is structured to evaluate applicants' clinical reasoning, developmental awareness, interpersonal style, supervision engagement, and readiness for advanced training within a developmental supervision model.

Ranking and Match Process

Following completion of all interviews, the Psychology Training Committee meets to determine final applicant rankings. Ranking decisions are based on:

- Quality and completeness of the submitted application materials
- Clinical and assessment experience
- Interview performance
- Professional demeanor and ethical awareness
- Goodness-of-fit with the Interaction Dynamics training model
- Final rank order decisions are determined by committee consensus.

This internship site agrees to abide by all APPIC policies and procedures, including the policy that no person associated with this training program will solicit, accept, or use any rank-related information from any applicant.

Results of the APPIC Match constitute a binding agreement between the matched applicant and the Interaction Dynamics Doctoral Internship.

Internship Details

The internship year runs from July 1, 2027, to June 30, 2028.

Each intern is provided 10 days of paid time off per year. In addition, Interaction Dynamics is closed on the following holidays: Independence Day (July 4), Labor Day



(September 7), Thanksgiving Day, Christmas Day (December 25), New Year's Day (January 1), and Memorial Day (May 25).

Each work week will consist of 32 hours of on-site work, with an additional 8 hours that may be completed remotely.

We encourage taking days off to celebrate and honor all religious holidays. A \$40,000 stipend will be paid in equal monthly installments during the internship year.

Supervision Philosophy and Supervision Provided

At Interaction Dynamics, our supervision philosophy is grounded in creating a safe, supportive, and growth-oriented environment where interns can develop their professional identity while openly exploring clinical challenges. Our person-centered and relational approach to supervision reflects the same principles we bring to our clinical work: authenticity, collaboration, and strong therapeutic alliance.

Using a developmental model of supervision, interns are encouraged to integrate multiple perspectives into their clinical growth while gaining exposure to diverse treatment modalities and interventions. We view supervision as both a space for skill-building and a reflective process that strengthens clinical confidence, insight, and ethical practice. Interns receive a minimum of two hours per week of individual, face-to-face supervision provided by a licensed psychologist, consistent with APPIC and APA accreditation standards. Additional supervision and consultation are provided through group supervision, diagnostic consultation meetings, and ongoing access to supervisors during clinical activities.

- Two hours of supervision are provided per week by licensed clinical psychologists
- One hour of weekly group supervision
- One hour of weekly group diagnostic supervision
- Supervision of the Electives chosen
- Monthly meetings with a Post-Doctoral Resident
- Ongoing consultation with the daily on-site supervisor for continued clinical support
- Additional opportunities offered are not mandatory
- Learn supervision models and provide supervision to one practicum student and didactics
- Learn the business aspects of a private practice, including marketing and networking



- Engage in program development initiatives at Interaction Dynamics

Professional Development Opportunities

Supervision of Supervision of Assessment (SOSA)

The Supervision of Supervision of Assessment (SOSA) elective is designed for interns seeking advanced training in supervision, particularly in the domain of psychological assessment. Interns who participate in this elective provide supervised oversight to practicum students engaged in assessment activities.

Under the guidance of a licensed psychologist, interns supervise practicum trainees in areas including development of assessment batteries, test administration, scoring, interpretation, report writing, and case conceptualization. Interns meet regularly (typically weekly or biweekly for one hour) with a licensed supervisor to receive supervision on their supervisory work.

This elective emphasizes developing competencies in supervision, professional communication, evaluative feedback, and ethical decision-making. Interns provide both written and verbal feedback to practicum students regarding clinical skills, documentation, diagnostic reasoning, and professional conduct.

Training Director Elective

The Training Director Elective is intended for interns interested in leadership within professional psychology training programs. This elective provides exposure to the administrative, organizational, and accreditation-related responsibilities of a Training Director.

Interns gain familiarity with APA accreditation standards, APPIC policies, internship and postdoctoral training requirements, and developments in professional credentialing (e.g., EPPP, ABPP processes). Activities may include review of training policies and procedures, participation in aspects of the intern recruitment and selection process, contribution to program evaluation initiatives, and attendance at relevant administrative meetings.

Interns may also shadow the Training Director during meetings related to placement decisions, training program development, and other administrative functions. This elective supports competency development in leadership, systems-level thinking, and professional identity as a psychologist.



Outreach, Consultation, and Community Education

This elective provides opportunities for interns to develop competencies in community engagement and psychoeducational outreach. Interns may design and deliver workshops or trainings for schools, parent groups, allied health professionals, or community organizations.

Topics may include ADHD, Autism Spectrum Disorder, learning differences, mood and anxiety disorders, trauma-related conditions, executive functioning, and educational accommodations. Interns may also participate in multidisciplinary consultation meetings and support planning for IEPs and Section 504 accommodations.

This elective promotes development of competencies in consultation, communication, diversity awareness, and professional leadership.

Internship Structure

The internship at Interaction Dynamics is a full-time, 12-month training program designed to provide broad and general training in health service psychology. The program is structured to ensure a developmentally sequenced training experience consistent with APA Standards of Accreditation and APPIC guidelines. Interns are expected to complete approximately 2,000 total training hours over the course of the training year.

The internship includes a balanced distribution of direct clinical service, supervision, didactic training, administrative responsibilities, and professional development activities. Interns at Interaction Dynamics complete a minimum of sixteen comprehensive psychological assessments during the internship year. Interaction Dynamics specializes in psychological, psychoeducational, and neurodevelopmental evaluations across the lifespan, including assessments for Attention-Deficit/Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), learning disorders, mood disorders, anxiety disorders, trauma-related disorders, and other conditions that may impact overall functioning. Referrals are received from pediatricians, primary care physicians, psychiatrists, schools (preschool through graduate-level institutions), community clinicians, allied health professionals (e.g., occupational therapists, speech-language pathologists), and self-referrals.

Interns are responsible for the full assessment process under supervision, including diagnostic interviewing, test selection, administration, scoring, interpretation, case conceptualization, and integration of collateral information. Interns prepare



comprehensive written reports that include diagnostic impressions and evidence-based recommendations tailored to the client's home, academic, occupational, and/or community environments.

Feedback sessions are conducted in a developmentally appropriate manner to ensure that clients and, when applicable, legal guardians understand assessment findings, strengths, and areas for growth. Upon request and with proper authorization, clinicians may provide consultation to multidisciplinary teams and educational personnel to support intervention planning. Interaction Dynamics also provides consultation related to educational accommodations, including Individualized Education Programs (IEPs) and Section 504 plans.

In addition to assessment responsibilities, interns maintain a therapy caseload of approximately 15 clients. The clinical population spans the lifespan, with a primary focus on young adults. Presenting concerns commonly include mood disorders, anxiety, depression, and trauma-related conditions. Interns provide evidence-based psychotherapy under supervision, engaging in case conceptualization, treatment planning, and ongoing progress monitoring. All assessment and clinical activities are conducted in accordance with APA Ethical Principles, state regulations, and professional standards of practice.

Direct Service Activities

Psychological Assessment

Interns complete a minimum of two comprehensive neuropsychological assessment batteries per month, resulting in approximately 16–24 comprehensive evaluations during the internship year. Assessment activities include:

- Diagnostic interviewing
- Test selection and development of assessment batteries
- Test administration and scoring
- Behavioral observations
- Integration of collateral information
- Diagnostic formulation and differential diagnosis
- Comprehensive report writing
- Development of individualized, evidence-based recommendations
- Feedback sessions are conducted in a developmentally appropriate manner



- Evaluations may address ADHD, Autism Spectrum Disorder (ASD), learning disorders, mood disorders, anxiety disorders, trauma-related conditions, and other concerns across the lifespan.
- Estimated time commitment for assessment-related direct service (face-to-face testing and feedback): 5 hours per week, with additional time allocated under indirect services for scoring and report writing.

Psychotherapy

Interns maintain an ongoing psychotherapy caseload of approximately 15 clients per week. The clinical population spans the lifespan, with a primary emphasis on young adults presenting with concerns related to mood disorders, anxiety, depression, trauma related conditions, and adjustment difficulties.

Interns provide evidence-based psychotherapy informed by current scientific knowledge and tailored to individual client needs. Clinical responsibilities include:

- Intake evaluations
- Treatment planning
- Individual psychotherapy
- Crisis management (as appropriate)
- Ongoing progress monitoring
- Case conceptualization
- Estimated weekly direct psychotherapy hours: 15 hours per week.

Indirect Service Activities

Indirect service activities are considered essential components of professional functioning in health service psychology. These activities include:

- Assessment scoring and report writing
- Case conceptualization and treatment planning
- Case management and coordination of care
- Consultation with parents, schools, physicians, and allied professionals
- Participation in multidisciplinary meetings (e.g., IEP or Section 504 meetings)
- Documentation and electronic health record management
- Professional correspondence



Program development activities

These experiences promote competency in systems-based practice, consultation, documentation, and ethical professional functioning.

Supervision is provided in accordance with APA requirements and state regulations. Additional supervision may be provided based on clinical needs. Supervision focuses on:

- Clinical case conceptualization
- Diagnostic reasoning
- Ethical decision-making
- Multicultural competence
- Professional identity development
- Integration of research and practice

Professional Development and Administrative Responsibilities

Interns participate in additional professional development activities, which may include:

- Participation in elective training tracks
- Outreach and psychoeducational presentations
- Program evaluation initiatives
- Shadowing administrative leadership (if enrolled in Training Director elective)
- These experiences foster leadership development, systems-level thinking, and professional identity formation.

Didactics and Seminars

Didactic training is an essential component of the internship and typically comprises approximately 2 hours per week.

Week/Date	Time	Topic of Didactic	APA Competencies	Presenter & Credentials
July 1st, 2nd & 6th, 2027	9:00-12:00	Orientation Internship Procedures & APA	Orientation and Training	Amanda Gerber, PsyD Training Director / Licensed



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INTERACTION DYNAMICS

THERAPY, ASSESSMENT, COACHING, AND BEHAVIORAL HEALTH CONSULTATION

		Cultural Considerations in Assessment and Therapy	Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	Licensed Clinical Psychologist & Megan Griesel, PsyD Licensed Clinical Psychologist
July 21st, 2027 Wednesday	12:00–2:00 pm	Risk Assessment & Crisis Management Building an Assessment Battery	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention Research; Ethical & Legal Standards;	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist & Megan Griesel, PsyD Licensed Clinical Psychologist



INTERACTION DYNAMICS

THERAPY, ASSESSMENT, COACHING, AND BEHAVIORAL HEALTH CONSULTATION

			Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	
July 28th, 2027 Wednesday	12:00–2:00 pm	Cognitive Testing (WAIS/WISC)	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist
		Executive Functioning Measures (IVA-2 and DKEFS) Part I	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	& Megan Griesel, PsyD Licensed Clinical Psychologist
August 4th, 2027 Wednesday	12:00–2:00 pm	Personality Assessment (MMPI/PAI)	Research; Ethical & Legal Standards; Individual & Cultural	Amanda Gerber, PsyD Training Director / Licensed Clinical



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INTERACTION DYNAMICS

THERAPY, ASSESSMENT, COACHING, AND BEHAVIORAL HEALTH CONSULTATION

			Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	Director / Licensed Clinical Psychologist
		Mood Disorders & Differential Diagnosis Part II	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	
September 15th, 2027 Wednesday	12:00–2:00 pm	Grief & Loss Interventions	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist
		Relational Therapy Interventions Part I	Research; Ethical &	



INTERACTION DYNAMICS
THERAPY, ASSESSMENT, COACHING, AND BEHAVIORAL HEALTH CONSULTATION

			Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	
September 22nd, 2027 Wednesday	12:00–2:00 pm	CBT, DBT and ACT Applications	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist
		Psychodynamic Case Conceptualization	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	& Megan Griesel, PsyD Licensed Clinical Psychologist
September 29th, 2027 Wednesday	12:00–2:00 pm	Intake Evaluations (Assessment Focus)	Research; Ethical & Legal Standards;	Amanda Gerber, PsyD Training Director /



INTERACTION DYNAMICS

THERAPY, ASSESSMENT, COACHING, AND BEHAVIORAL HEALTH CONSULTATION

		Intake Evaluations (Therapy Focus)	Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	Licensed Clinical Psychologist
October 6th, 2027 Wednesday	12:00–2:00 pm	Treatment Planning & Outcome Monitoring	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist
		Applying Cultural Humility in Psychotherapy	Research; Ethical & Legal Standards; Individual & Cultural	



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INTERACTION DYNAMICS

THERAPY, ASSESSMENT, COACHING, AND BEHAVIORAL HEALTH CONSULTATION

		Private Practice Ethics & Financial Policies	n; Assessment; Intervention Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	
October 27th, 2027 Wednesday	12:00–2:00 pm	Professionalism & Boundaries	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist
		Adult Attachment Interview & Clinical Use with Clients	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	



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INTERACTION DYNAMICS

THERAPY, ASSESSMENT, COACHING, AND BEHAVIORAL HEALTH CONSULTATION

		Consultation Skills Development	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	
November 17th, 2027 Wednesday	12:00–2:00 pm	Interdisciplinary Collaboration	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist
		Dissertation Presentation I	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication	



INTERACTION DYNAMICS

THERAPY, ASSESSMENT, COACHING, AND BEHAVIORAL HEALTH CONSULTATION

			n; Assessment; Intervention	
November 24th, 2027 Wednesday	12:00–2:00 pm	Dissertation Presentation II	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communicatio n; Assessment; Intervention	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist
		Cultural Humility in Clinical Practice	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communicatio n; Assessment; Intervention	
December 1st, 2027 Wednesday	12:00–2:00 pm	Therapy Rupture and Repair	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communicatio n; Intervention	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist



INTERACTION DYNAMICS

THERAPY, ASSESSMENT, COACHING, AND BEHAVIORAL HEALTH CONSULTATION

		Report Writing Personality Section	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	
December 8th, 2027 Wednesday	12:00–2:00 pm	ASD Advanced Modules (ADOS-2)	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist
		Rorschach Advanced Integration Part III	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	



INTERACTION DYNAMICS

THERAPY, ASSESSMENT, COACHING, AND BEHAVIORAL HEALTH CONSULTATION

December 15th, 2027 Wednesday	12:00–2:00 pm	Intern Case Presentation	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist
		Managing Therapy Ruptures and Difficult Clinical Moments	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	
December 22nd, 2027 Wednesday	12:00–2:00 pm	Couples and Family Therapy (Gottman Interventions)	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist & Megan Griesel, PsyD Licensed Clinical Psychologist



INTERACTION DYNAMICS

THERAPY, ASSESSMENT, COACHING, AND BEHAVIORAL HEALTH CONSULTATION

December 29th, 2027 Wednesday	12:00–2:00 pm	Ethical Decision Making in Clinical Practice	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist
January 5th, 2028 Wednesday	12:00–2:00 pm	Insurance Billing & Documentation Standards Professional Development & Postdoctoral steps	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist
January 12th, 2028 Wednesday	12:00–2:00 pm	Diagnostic Interviewing Skills	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention Research;	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist



INTERACTION DYNAMICS

THERAPY, ASSESSMENT, COACHING, AND BEHAVIORAL HEALTH CONSULTATION

		Cultural Considerations in Assessment	Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	
January 19th, 2028 Wednesday	12:00–2:00 pm	Risk Assessment & Crisis Management	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist
January 26th, 2028 Wednesday	12:00–2:00 pm	Feedback Sessions	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist



INTERACTION DYNAMICS

THERAPY, ASSESSMENT, COACHING, AND BEHAVIORAL HEALTH CONSULTATION

		Intern Case Presentation		
February 2nd, 2028 Wednesday	12:00–2:00 pm	Countertransference and Therapist SelfAwareness	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist
February 9th, 2028 Wednesday	12:00–2:00 pm	Executive Functioning Measures (WCST and RBANS) Part II	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist
February 16th, 2028 Wednesday	12:00–2:00 pm	Personality Assessment (MCMI)	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist



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INTERACTION DYNAMICS

THERAPY, ASSESSMENT, COACHING, AND BEHAVIORAL HEALTH CONSULTATION

			Values; Communication; Assessment; Intervention	
March 15th, 2028 Wednesday	12:00–2:00 pm	Autism Spectrum Disorder Assessment (ADOS-2)	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist
		Intern Case Presentation		
March 22nd, 2028 Wednesday	12:00–2:00 pm	ADHD vs. ASD Rule Out	Research; Ethical & Legal Standards; Assessment; Intervention	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist
March 29th, 2028 Wednesday	12:00–2:00 pm	Report Writing Foundations- Integrative Style	Research; Ethical & Legal Standards; Individual &	Amanda Gerber, PsyD Training Director / Licensed



INTERACTION DYNAMICS
THERAPY, ASSESSMENT, COACHING, AND BEHAVIORAL HEALTH CONSULTATION

			Cultural Diversity; Professional Values; Communication; Assessment; Intervention	Clinical Psychologist
April 5th, 2028 Wednesday	12:00–2:00 pm	Personality Disorders and Treatment Challenges	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist
April 12th, 2028 Wednesday	12:00–2:00 pm	Providing Assessment Feedback Part II	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist
April 19th, 2028 Wednesday	12:00–2:00 pm	Differential Diagnosis Part III	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values;	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist



INTERACTION DYNAMICS
THERAPY, ASSESSMENT, COACHING, AND BEHAVIORAL HEALTH CONSULTATION

		Professionalism & Boundaries	Communication; Assessment; Intervention Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	
April 26th, 2028 Wednesday	12:00–2:00 pm	Trauma & PTSD Assessment Intern Case Presentation	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist
May 3rd, 2028 Wednesday	12:00–2:00 pm	Polyvagal Theory & EMDR Overview Part II	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist



INTERACTION DYNAMICS

THERAPY, ASSESSMENT, COACHING, AND BEHAVIORAL HEALTH CONSULTATION

			n; Assessment; Intervention	
May 10th, 2028 Wednesday	12:00–2:00 pm	Integrating Assessment Into Treatment	Research; Ethical & Legal Standards; Assessment; Intervention	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist
May 17th, 2028 Wednesday	12:00–2:00 pm	Mood Disorders & Differential Diagnosis	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communicatio n; Assessment; Intervention	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist
		Termination in Therapy	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communicatio n; Assessment; Intervention	
May 24th, 2028 Wednesday	12:00–2:00 pm	Grief & Loss Interventions and	Research; Ethical & Legal	Amanda Gerber, PsyD Training



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INTERACTION DYNAMICS

THErapy, ASSESSMENT, COACHING, AND BEHAVIORAL HEALTH CONSULTATION

		Work/Life Balance & Burnout Prevention	Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	
June 14th, 2028 Wednesday	12:00–2:00 pm	Licensure and EPPP preparation Termination in Therapy	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist & Megan Griesel, PsyD Licensed Clinical Psychologist
June 21st, 2028 Wednesday	12:00–2:00 pm	Professional Identity Development	Research; Ethical & Legal Standards; Individual & Cultural Diversity; Professional Values; Communication; Assessment; Intervention	Amanda Gerber, PsyD Training Director / Licensed Clinical Psychologist
June 28, 2028 Wednesday	12:00–2:00 pm	End of Internship Gathering		Amanda Gerber, PsyD



				Training Director / Licensed Clinical Psychologist
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Intern Evaluations:

The following evaluation procedures are specific to interns enrolled in the Interaction Dynamics Doctoral Internship Program and are not used to evaluate licensed clinicians or other staff.

Interns are formally evaluated at midyear and at the end of the training year by their primary supervisor using a standardized evaluation form (see evaluation form). The evaluation process is competency-based and aligned with the APA Profession-Wide Competencies and their required elements, as defined by the APA Standards of Accreditation.

Each competency is assessed through multiple behavioral indicators reflecting the core components of that domain. The primary supervisor will complete written evaluations and provide narrative feedback addressing strengths and areas for growth. The evaluation process is collaborative and includes intern self-assessment to support reflective practice and professional development.

Competency ratings are based on the following scale:

- 1 = Significant Remediation Needed (Below Expected Level)
- 2 = Emerging Competence (Developing; Needs Supervision)
- 3 = Competent for Internship Level (Meets Expectations)
- 4 = Proficient (Above Expected Level)
- 5 = Advanced / Ready for Entry-Level Practice
- N/O = Not Observed

At the midyear evaluation, a rating below 3 (Competent for Internship Level) on any competency will result in the initiation of Due Process procedures, consistent with program policy. Successful completion of the internship requires a minimum rating of 4 (Proficient) or higher across all competencies at the final evaluation, reflecting readiness for entry-level independent practice.



Interns also complete formal evaluations of the training site and their supervisors at midyear and at the end of the training year. Feedback is reviewed by the Training Director and used to support ongoing program development and quality improvement.

Intern Wellness and Impairment Policy

Interaction Dynamics recognizes that professional psychologists must maintain personal well-being in order to provide competent and ethical services. The internship program encourages interns to attend to their own physical and emotional well-being throughout the training year.

If a supervisor becomes concerned that an intern's functioning may be impaired in a manner that interferes with professional performance or client care, the concern will be addressed in a supportive and developmentally appropriate manner.

Possible indicators of impairment may include:

- Significant deterioration in clinical functioning
- Ethical or professional judgment concerns
- Emotional distress affecting clinical work
- Substance use affecting professional responsibilities

When concerns arise, the Training Director and relevant supervisors may meet with the intern to discuss the concern and develop an appropriate plan. This may include additional supervision, workload modification, referral for personal support, or other interventions consistent with the internship's remediation procedures. The goal of this policy is to support interns' well-being while ensuring the protection of client welfare and the maintenance of professional training standards.

Intern Compensation and Benefits

Interaction Dynamics provides a financial stipend and professional benefits designed to support interns during the training year.

Interns receive an annual stipend of \$40,000, distributed in equal monthly payments over the course of the internship year.

Paid Time Off



Interns receive 10 days of paid time off (PTO) during the internship year. PTO may be used for personal leave, illness, or other necessary absences with supervisor approval.

Holidays

Interaction Dynamics is closed on the following holidays: Independence Day, Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, and Memorial Day.

Professional Development Leave

Interns may request limited professional leave to attend conferences, dissertation defense, or licensure-related activities with approval from the Training Director.

Professional Liability Coverage

Professional liability coverage is provided for interns for activities conducted within the scope of their training at Interaction Dynamics.

Work Environment and Resources

Interns are provided:

- Office space
- Access to psychological testing materials
- Access to electronic health record systems
- Clinical supervision and consultation
- Administrative support for scheduling and billing processes
- Maintenance of Training Records

All internship training records, including curriculum vitae, letters of recommendation, transcripts, internship essays, writing samples, evaluations, and certificates of completion, will be maintained after the internship year.

Records are stored securely in a HIPAA-compliant, locked filing system to ensure confidentiality and protection of sensitive information in accordance with professional and legal standards.

Non-Discrimination Policy



Interaction Dynamics is an equal opportunity employer and training site committed to fostering a culture of diversity, equity, and inclusion. We do not discriminate against applicants, interns, employees, or clients on the basis of race, color, religion, national origin, ancestry, gender identity or expression, sexual orientation, age, marital status, veteran status, disability, socioeconomic status, or any other characteristic protected by applicable federal, state, or local law.

We are committed to creating and maintaining an environment that respects the dignity and worth of all individuals. Interaction Dynamics prohibits discrimination, harassment, and retaliation in any form.

Consistent with APA ethical standards and APPIC policies, diversity and cultural humility are integrated into all aspects of our training program. We actively seek to create an inclusive training environment that supports the professional development of individuals from diverse backgrounds and perspectives.

Internship Program Attrition Data

Interaction Dynamics is committed to transparency regarding training outcomes. As this internship program is newly established, historical attrition data are not yet available. Attrition data will be tracked annually and reported in accordance with APPIC and APA accreditation expectations.

Attrition data will include:

- Number of interns admitted
- Number of interns who completed the program
- Number of interns who withdrew or were terminated prior to completion
- This information will be reviewed by the Training Committee as part of ongoing program evaluation and quality improvement.



Due Process Procedures

The purpose of these Due Process Procedures is to ensure that all concerns related to intern performance, professionalism, or competency are addressed in a fair, transparent, and developmentally appropriate manner. These procedures are designed to protect both the intern and the training program and are consistent with the APA Ethical Principles of Psychologists and Code of Conduct and APPIC internship standards.

General Principles

Due Process ensures that decisions regarding intern performance are not arbitrary, discriminatory, or personally biased. Interns will receive written expectations regarding training requirements, evaluation procedures, and competency benchmarks during orientation.

Notice of Concern

Concerns regarding intern functioning may arise from supervisors, training staff, documentation review, case presentations, or other training activities. Timelines for remediation and review will be clearly specified in writing and will typically range from 2 to 12 weeks, depending on the nature of the concern. When a concern is identified, the intern will receive written notice describing:

- The specific nature of the concern
- The competencies or standards not being met
- Expectations for improvement
- The timeline for remediation

Hearing

The intern will be provided a formal opportunity to respond to identified concerns prior to the implementation of formal actions. This includes:

- A scheduled meeting with the Training Director and/or relevant supervisors
- Review of the concerns and supporting documentation
- Opportunity for the intern to provide verbal and/or written response
- Opportunity to present additional information, clarification, or mitigating factors

The purpose of this hearing is to ensure that the intern's perspective is fully considered before decisions regarding remediation or disciplinary action are made.

The meeting may include the Training Director, relevant supervisors, and other appropriate members of the training staff as needed.



Stepwise Remediation Process

1. Informal Feedback: Supervisor provides direct feedback and collaborates with the intern on corrective goals.
2. Written Remediation Plan: If concerns persist, a formal written remediation plan will be developed outlining competency deficits, expectations for improvement, required actions, and a timeline for review.
3. Probation: If remediation goals are not met, the intern may be placed on probation with increased supervision and monitoring.
4. Suspension of Clinical Duties: In situations involving risk to client welfare or significant professional concerns.
5. Termination: If remediation efforts are unsuccessful or if severe ethical violations occur.

Documentation

All stages of remediation and due process procedures will be documented. Interns will receive copies of written remediation plans and any formal decisions affecting their standing in the program.

Appeal Rights and Process

Interns have the right to appeal decisions related to remediation, probation, suspension, or termination. Appeals must be submitted in writing within 30 days of the decision. An Appeals Committee composed of individuals not involved in the original decision will review the appeal. The Appeals Committee will evaluate whether:

- Due process procedures were followed
- Decisions were supported by documented evidence
- Relevant information was appropriately considered

A written decision will be provided to the intern. The decision of the Appeals Committee is final.



Grievance Policy

This policy provides interns with a formal mechanism to raise concerns or complaints about the training program, including supervision, evaluation processes, training experiences, workplace environment, or interactions with staff. This process is distinct from Due Process procedures, which address concerns about intern performance.

Non-Retaliation

The training program strictly prohibits retaliation against any intern who submits a grievance or participates in an investigation in good faith.

Informal Resolution

Interns are encouraged to attempt informal resolution when appropriate by discussing concerns directly with the involved supervisor or consulting with the Training Director.

Formal Grievance Submission

If informal resolution is unsuccessful, inappropriate, or the concern involves the Training Director, the intern may submit a formal grievance to the Training Director (or designee if the grievance involves the Training Director). The grievance should include:

- Description of the concern
- Relevant dates and individuals involved
- Supporting documentation
- Requested resolution

Review Process

The grievance will be reviewed by the Training Director and/or members of the Psychology Training Committee who are not directly involved in the concern. If the grievance involves the Training Director, a designee or alternate committee member will oversee the review. The program will acknowledge receipt of a formal grievance within 5 business days. A written response or update regarding the status of the grievance will typically be provided within 14–30 days, depending on the complexity of the concern.

The grievance review may include:

- Interviews with relevant parties
- Review of documentation
- Consultation with members of the training committee
- Consultation with legal or professional advisors when appropriate

**Appeal of Grievance Outcome**

This grievance process applies to concerns about the training program and is not used to appeal disciplinary actions or performance-related decisions, which are addressed through the Due Process Procedures. If the intern is dissatisfied with the outcome of the grievance, they may submit a written appeal within 10 days.

The appeal will be reviewed by an Appeals Committee composed of individuals not involved in the original grievance review. A final written decision will be provided.

Final Determination

A written determination will be provided outlining findings and any actions taken. The decision of the Appeals Committee is final.

Grievances related to intern performance evaluations, disciplinary actions, or remediation are addressed exclusively through the Due Process Procedures and are not reviewed under this Grievance Policy.



Supervisors at Interaction Dynamics



Dr. Amanda Gerber, Psy.D.
Licensed Clinical Psychologist – Illinois #071011017
President & Clinical Training Director

Dr. Gerber has provided clinical supervision to doctoral-level trainees since 2019. Her supervisory approach is integrative, drawing primarily from psychodynamic and relational frameworks while emphasizing reflective practice, curiosity, and compassionate clinical engagement. Dr. Gerber views supervision as a collaborative learning process that supports trainees in developing both their clinical skills and their professional identities as psychologists.

In supervision, Dr. Gerber prioritizes the development of thoughtful case conceptualization, encouraging trainees to explore the multiple layers of clinical work,



including developmental history, relational patterns, attachment dynamics, cultural context, and the therapeutic relationship itself. She invites trainees to consider how their own reactions, emotional responses, and perspectives can provide meaningful information about the therapeutic process. Through reflective dialogue and open inquiry, she supports trainees in cultivating greater clinical attunement, flexibility, and confidence in their work.

Dr. Gerber strives to create a supportive, respectful, and intellectually engaging supervisory environment where trainees feel safe to ask questions, examine uncertainties, and thoughtfully explore challenges that arise in clinical work. Her supervisory style emphasizes curiosity over criticism, fostering a space where trainees can take risks, deepen their understanding of clinical process, and integrate theory with authentic therapeutic presence. She is particularly passionate about teaching and mentoring trainees as they learn to balance evidence-based practice with relational sensitivity and individualized care. Dr. Gerber also encourages trainees to consider the broader context of psychological work, including ethical decision-making, cultural humility, systemic influences, and the impact of trauma across development. She supports trainees in developing self-reflection and self-awareness as essential components of ethical and effective clinical practice.

Dr. Gerber currently serves on the executive committee of the Association of Child and Adolescent Psychotherapy (ACEPT) Chicago. She has extensive experience working with children, adolescents, and young adults presenting with a broad range of psychological concerns, including neurodevelopmental differences, mood disorders, and complex trauma. Her clinical work frequently focuses on anxiety, depression, trauma, grief, and loss.

In addition to psychotherapy, Dr. Gerber provides forensic services including expert testimony in family custody matters, family reunification therapy, custody evaluations, and parental capacity assessments. She is also trained in Eye Movement Desensitization and Reprocessing (EMDR), an evidence-based treatment used to help individuals process traumatic memories and the associated beliefs and emotional responses.



Megan Griesel, PsyD
Licensed Clinical Psychologist – Illinois #071022347
Staff Psychologist

Dr. Griesel approaches both therapy and supervision from a relational and integrative framework that emphasizes curiosity, compassion, and reflective exploration. She strives to create a safe, collaborative, and nonjudgmental environment where individuals and trainees alike can thoughtfully explore the different parts of themselves, their relationships, and their life experiences across generational, past, present, and future contexts. Within this space, vulnerability is viewed as an important component of growth, allowing individuals to deepen insight into their internal experiences and relational patterns while developing adaptive skills that support meaningful and sustainable change. Dr. Griesel conceptualizes therapy as a process through which individuals can better understand longstanding patterns, increase self-awareness, and cultivate new ways of relating to themselves and others. She believes that change often occurs when individuals develop the courage to engage differently in their relationships and daily lives. Her work emphasizes the capacity for healing and growth through the development of insight,



selfcompassion, and intentional behavioral change. Dr. Griesel has experience working with individuals presenting with a wide range of concerns, including complex trauma, depression, anxiety, addiction, grief, and interpersonal difficulties. In addition to psychotherapy services, she conducts neuropsychological and ADHD assessments as well as psychological evaluations for bariatric surgery candidates.

In her supervisory role, Dr. Griesel emphasizes reflective practice, collaborative learning, and the development of strong case conceptualization skills. She encourages trainees to explore clinical process, attend to relational dynamics within therapy, and integrate theoretical knowledge with authentic clinical presence. Her supervisory style prioritizes curiosity, thoughtful feedback, and fostering trainees' confidence as they develop their professional identities.



INTERN HOURS

(40 hours/ week)

52 weeks of training, including approximately 1 week of orientation, 2 weeks of time off

Direct Service (includes documentation of cases)	Hours per Week July through December	January through June
Individual/ Couples Therapy/ Case Management	15	15
Psychodiagnostic Testing (approximately 10 hours per battery)	Approximately 5 hrs/week	5
TOTAL:	20	20
Indirect Service		
Supervision of Practicum Student	0	1 (Jan- June)
Elective	2	2
Administrative Work	12	12
TOTAL:	14	14
Training		
Individual Supervision	2	2
Group / Didactic Supervision	2	2
Supervision on Supervision of Practicum Students/ Elective Supervision	1	1
Professional Development Supervision	1	1
TOTAL:	6	6
GRAND TOTAL:	40	40