



INTERN BROCHURE

2026-2028

Desert Psychological

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OVERVIEW

The mission of the intern program is to prepare doctoral psychology students to practice ethically and competently as clinical psychologists, providing services in ways that respect and preserve the rights and dignity of all in society. We seek to prepare interns to practice particularly in private settings and forensic psychology. Additionally, the training program helps interns to provide effective, clinically appropriate services to at-risk clients of diverse backgrounds.

The program emphasizes professionalism as an outcome goal of the training experience for all interns. Interns are expected to demonstrate openness to constructive feedback and learning in order to facilitate professional growth. Consideration and respect for others in the workplace are expected to enable interns and others to enjoy productive working relationships. Interns are assisted in forging an important balance between confidence and humility, and in gracefully and productively managing the many technical and time-intensive demands of the program.

Desert Psychological

Licensed in 1997, Dr. Stephanie Holland, Ltd., began as a small private practitioner offering quality mental health services. Through the efforts of dedicated employees, it has grown into a large practice offering comprehensive mental health services, including psychological assessment and psychotherapy, with an emphasis on forensic services. It serves as a training site for professionals at various levels of education and/or licensure.

We collaborate with community partners, including the Department of Children and Family Services, Caliente Youth Center, Family Court, Department of Employment, Training, and Rehabilitation, and other stakeholders who strive to serve at-risk children and their families in the greater Las Vegas community.

Desert Psychological Mission Statement

Through comprehensive therapeutic services, our clients develop personal responsibility; and, consequently, are able to make positive changes in their lives.

Our Core Values

*To value a multi-disciplinary approach
To inspire adaptability and independence
To encourage community involvement*

DOCTORAL INTERNSHIP TRAINING PROGRAM

APPIC Status

Desert Psychological is preparing an application for APA accreditation, with plans to submit it in 2027.

Doctoral Internship Training Program

The training of professionals in psychology and related disciplines has been a foundational element of Desert Psychological since its inception. The Psychology Internship Training Program delivers services to at-risk populations from diverse backgrounds, addressing a broad spectrum of challenges while maintaining a strong emphasis on sensitivity to cultural and individual differences. The program's primary objective is to cultivate ethically and culturally competent professionals, representing a range of theoretical orientations, who are capable of providing evidence-based services in accordance with the standards of their respective licensing boards.

Desert Psychological is committed to fostering a welcoming, supportive, and inclusive learning environment for all interns, including those from diverse and underrepresented backgrounds. This commitment is reflected in the recruitment, retention, and professional development of both training supervisors and interns. Didactic and experiential training are intentionally designed to enhance understanding of cultural and individual differences and diversity within the context of professional psychology.

Interns are provided with a comprehensive range of professional experiences, including didactic instruction across multiple competency domains and applied experiences that translate learned concepts into meaningful practice. These opportunities support both personal and professional growth. Desert Psychological conducts periodic self-assessments of its training climate regarding diversity and implements measures to ensure an environment that promotes the success and development of all interns.

Intern Compensation and Benefits

- Accept up to 4 Interns
 - 12 months starting August 17, 2026, and ending August 13, 2027
 - 2,000 hours (40+hours per week)
 - 50% of the cost for medical insurance
 - 5 floating holidays/13 agency holidays
 - \$45,000 stipend annually
- Pay periods are biweekly, with two per month (every other Tuesday). Pay will include a stipend and approved other expenses.

Monthly Summary of Clinical Hours

Interns are required to submit a completed "Monthly Summary of Clinical Hours" form to their primary supervisor at the end of each month. A copy of the completed form is retained by the primary supervisor. This form is for reference only and should not be submitted to the Board of Psychology unless specifically asked to do so.

IMPLEMENTATION

The interns' training experience throughout the year includes a multitude of opportunities. Caseloads and other training opportunities change throughout the year based on the practice's needs, available opportunities, and interns' individualized training plans. At the beginning of the year, interns collaborate with the Director of Training and their supervisors to develop their own individualized training plans. Training activities are organized in a sequential manner, requiring interns to assume increasingly complex responsibilities throughout the year.

Interns will learn about, gain experience, and be evaluated in the following areas, which are the APA Profession-wide Competencies:

- **Individual and Therapy** - Trainees will provide therapeutic services to clients from diverse backgrounds through a variety of therapeutic interventions in diverse settings.
- **Psychological Testing/Assessments** - Trainees will administer a range of psychological batteries and prepare comprehensive reports under close supervision.
- **Forensic Psychology** - Trainees will be exposed to aspects of Forensic Psychology, including but not limited to clinical services with adjudicated youth, court custody evaluations, child interviews, sexual abuse evaluations, as well as parental fitness, relocation, and risk assessments. Each trainee will assist with all aspects of the case.
- **Program Development** - Trainees are expected to spend a certain number of hours per week on program development as assigned by the primary supervisor. Each trainee will be expected to assist with program development consistently throughout their training. At least 2 hours a week are to be devoted to program development, as assigned, and are available in both internal (i.e., quality assurance) and external (i.e., program development) areas.
- **Research Project** – Topics to explore will be discussed at the start of the internship. Each trainee will be expected to complete one research project, which involves developing a hypothesis, collecting data, analyzing results, and drawing conclusions. Information gathered from the research may be presented to key members of Desert Psychological staff and supervisors, as well as community stakeholders. At least 2-4 hours per week will be devoted to the assigned research project, and this will be agreed upon by the trainee and supervisor.
- **Video Recording** – Each trainee will be expected to videotape at least one ongoing therapy client for their supervisor's review.
- Recordings will be reviewed with supervisors and presented to the other trainees, accompanied by a presentation on the theoretical orientation being used and the interventions incorporated.
- **Community Outreach** – Trainees will work collaboratively with community partners. Each trainee will be involved in community outreach activities. Trainees may conduct presentations in the community, volunteer for non-profit organizations, and/or suggest additional opportunities to advocate for mental health services.

- ***Mentoring/Peer Supervision – Trainees may be assigned a mentee,*** a Psychology Practicum student, as part of the learning experience to assist in developing supervisory skills.

TRAINING MODEL

The training year for the Doctoral Internship in Clinical Psychology begins with a one-day orientation designed to inform incoming interns about Desert Psychological practice, policies, mission, internship aims and competencies, and other relevant information pertaining to the internship program. During orientation, the supervisory and management teams provide a detailed overview of program structure, training tracks, and guidelines.

Interns are briefed on evaluation expectations, grievance and due process policies, and other essential components of the internship. Following orientation, interns participate in introductory training while gradually increasing their caseloads to meet expected internship capacities. Interns are assigned clinical intakes and psychological assessments, and supervisors provide guidance and training on the relevant assessment measures commonly used within the private practice.

Supervision is conducted using both reflective and competency-based modalities, fostering active discussion and ongoing consideration of culturally sensitive practices with clients. Supervisors support each intern's professional development as they refine their skills in preparation for eventual licensure in psychology.

TRAINING OPPORTUNITIES

Forensic Practice

Desert Psychological is viewed by the Clark County Family Court as a premier provider of child custody evaluations. A child custody evaluation is designed to assess the parenting skills and suitability of each respective parent in the best interests of the child(ren). Most parenting evaluations occur in the context of divorce proceedings and are initiated by at least one parent, usually at the request of the parents' lawyer. However, parenting evaluations can also be ordered by the court regardless of whether the divorcing parties view such an assessment as necessary. Most often, either one or both of the lawyers file a motion asking the court to order the parents to undergo an evaluation.

Additionally, anyone who will have regular contact and the possibility of caring for a child may be subject to assessment, also, including romantic partners, grandparents, and other extended family members. Parents' current psychological functioning and parenting abilities are the primary focus of the custody evaluation. Unlike other types of psychological assessments, the presence of a mental disorder is not the primary issue. However, each caregiver's psychological functioning remains an important part of a custody evaluation.

Caliente Youth Correctional Facility (CYC)

During their internship training at Desert Psychological, all interns will be expected to work with adjudicated youths. Desert Psychological has a contract (120 hours per month) with Caliente Youth Center (CYC), a staff-secure facility located in Caliente serving youth ages 12-18 (males and females) who have been committed to the State of Nevada for correctional care. CYC provides access to a comprehensive mental health program designed to examine, evaluate/assess, diagnose, and develop

individualized treatment plans for the youth committed to the facility. For youth in need of intensive and/or specialized services, psychological diagnosis and recommended treatment may be required.

There are three (3) mental health providers on site, serving approximately 140 youths. The experience at CYC will include a 10-week rotation that requires travel to Caliente with the clinical team every Friday. While on site, the interns' caseload will vary depending on the needs of the facility; however usually includes 2 to 3 individuals and Group therapy focusing on Co-occurring disorders, including substance use disorders.

Furthermore, interns will have the opportunity to work as part of a multidisciplinary team (i.e., superintendent, cottage staff, school staff, parole officer, nurse, and mental health staff) to assist each youth in successfully completing the Caliente Program and preparing them for parole. Additionally, there are many opportunities for interns to continue working with the youths once they are released from Caliente through Youth and Parole.

CCSD (Clark County School District)

Parents of students in CCSD have the right, at any time, to obtain an evaluation of their child by qualified persons who are not employed by the school district if they disagree with the school's results. Such an evaluation is called an Independent Educational Evaluation ("IEE"). School personnel must consider the information obtained through an IEE in any decision regarding the provision of a free appropriate education for a child and when placing a child in Special Education.

VA Assessments

Post-deployment assessments for Veterans regarding trauma-related diagnoses. This screening is to review each Veteran's current physical and mental health, psychosocial issues commonly associated with military service, possible service-related occupational/environmental exposures, and service-related mental health concerns. Positive responses require the use of supplemental assessment tools and/or referrals for medical consultation. The provider will document concerns and referral needs.

Public Safety Evaluations

Conduct Police and Public Suitability Evaluations:

- Pre-employment psychological evaluations for multiple Police Departments in the Las Vegas and Reno areas.

Optional "Rotation" & Duties

Please note that participation in any training opportunities & duties will require the approval of the Clinical Director and the Director of Training. Assignments of the above-listed duties may also depend on the intern's past experience serving a specific population, as well as the intern's workload at the time of the request.

TYPICAL INTERN WEEK

Exact hours will vary with the different programs of assignment, but the internship structure and requirements will typically result in a weekly (full-time) 40-hour schedule, such as the following:

- 8 hrs. Individual therapy
- 4 hrs. Intake
- 15 hrs. Testing, scoring, and/or report writing
- 2 hrs. Individual supervision by a Licensed Psychologist
- 2 hrs. Group supervision/ didactic seminar

- 1 hr. Peer supervision
- 1 hr. Intern process/countertransference group
- 4 hrs. Clinical records and documentation
- 3 hrs. Program development, case management, research, community outreach, in-service training, etc.

Workday is from 8:30 am to 5:30 pm Monday through Friday

TRAINING GOALS, COMPETENCIES, & OUTCOMES

Required Professional-Wide Competencies

Desert Psychological adheres to the standards established for accredited programs in health service psychology, ensuring that all interns have comprehensive opportunities to achieve and demonstrate proficiency in each required profession-wide competency. The internship experience is structured to further develop trainees' competencies across all designated domains. Consistent with the scientific foundation of health service psychology, Desert Psychological employs current, evidence-based practices in the training and assessment of interns across each competency area. Interns are expected to demonstrate competence in the following domains:

- a. Research
- a. Ethical and legal standards
- a. Individual and cultural diversity
- a. Professional values, attitudes, and behaviors
- a. Communication and interpersonal skills
- a. Assessment
- a. Intervention
- a. Supervision
- a. Consultation and interprofessional/interdisciplinary skills

Desert Psychological has 9 goal-competencies. Five goals address foundational competencies, and four goals address functional competencies. Each competency goal includes objectives (the specific ways the goals are defined), training processes (the methods by which the goals and objectives are achieved), outcomes, and exit criteria. Evaluation of these competencies occurs at the onset of the training year to establish a behavioral baseline, and progress on these competencies is formally measured at the midway point each year through written feedback that is reviewed and discussed between the primary supervisor and the intern.

Processes include experiential practice, direct observation, individual and group supervision, and participation in training seminars. Interns learn to develop and strengthen therapy and assessment skills not only by practicing those skills, but also by observing other psychologists and being observed themselves. It is expected that interns will regularly present their work to their supervisors. Interns are required to present didactic and case conceptualization presentations on a rotating basis at group supervision. Interns spend 4 hours per week in supervision, of which at least 2 hours are individual supervision, focused on a developmental model with emphasis on multicultural issues. In addition to the

required training seminars, interns are encouraged and often required to participate in additional seminars, workshops, conferences, and other professional activities.

Assessment of skills is calculated in many different ways in the internship training model. Interns are formally evaluated in writing twice per year, and the training program is assessed throughout the year. For an intern to successfully complete the training program, they must meet the requirements outlined in the exit criteria. The primary individual supervisor for each intern assesses the intern's progress toward the exit criteria, with input from additional supervisors and the intern. The evaluation is based on observing the intern's work directly (e.g., via tape recordings or co-therapy), reading case notes, reviewing comprehensive psychology and neuropsychology testing reports, participating in training, and soliciting input from supervisees and other staff members.

Exit Criteria must be met for the intern to successfully graduate from DP. Each exit criterion has been specifically developed for each training goal.

Competency Areas

The program's educational and training objectives encompass nine domains, which constitute the program's "Core Competencies." These competencies mirror the APA's Competency Benchmarks in Professional Psychology.

Evaluation of Intern's Competencies:

Desert Psychological is committed to maintaining the highest standards in preparing its graduates. Accordingly, the program systematically evaluates interns in both profession-defined and program-specific competencies. By the conclusion of the internship, each intern is required to demonstrate proficiency in all profession-wide competencies as well as any additional competencies established by Desert Psychological. For each competency, the program will:

Goal #1: Research

Objective: Interns will demonstrate the ability to critically evaluate, integrate, and apply relevant scientific and scholarly literature to clinical, forensic, and professional activities.

Processes: Interns will integrate empirical literature into case conceptualizations, treatment planning, and assessment reports; assist with forensic cases by conducting literature reviews, record reviews, and methodology development; and present scholarly or case-based material during supervision, didactics, or community-based presentations, when available.

Assessment: Interns are evaluated based on demonstrated integration of research into clinical and forensic work products, supervision discussion, written documentation, and presentations. Evaluation is completed by the primary supervisor with input from other supervisors as appropriate.

Exit Criteria: Satisfactory ratings on competencies related to Research.

Goal #2: Ethical and Legal Standard:

Objective: Interns will demonstrate knowledge of and adherence to the APA Ethical Principles and Code of Conduct, as well as relevant laws, regulations, and professional standards governing psychological practice.

Processes: Interns will engage in ongoing ethical discussion in individual and group supervision, participate in ethics-related training, and demonstrate ethical decision-making in clinical, forensic, and professional activities. Interns are expected to proactively identify ethical dilemmas and seek consultation when appropriate.

Assessment: Ethical functioning is assessed through supervision, observation of professional conduct, review of clinical documentation, and written evaluations completed by the primary supervisor with input from additional supervisors.

Exit Criteria: Satisfactory ratings on competencies related to Ethical and Legal Standards.

Goal #3: Individual and Cultural Diversity:

Objective: Interns will demonstrate awareness, sensitivity, and competence in working with individuals and groups representing a wide spectrum of diversity, including but not limited to variations in cultural, racial, ethnic, religious, socioeconomic, gender, sexual orientation, age, ability, and other personal backgrounds and identities.

Processes: Interns will participate in supervision, self-reflective activities, didactic training, and applied experiences with diverse populations (e.g., veterans, immigration evaluations, suicide prevention across diverse communities). Interns will examine personal values, biases, and positionality through structured reflection and supervision.

Assessment: Competence is evaluated through supervision observations, self-reflection assignments, case discussions, and formal written evaluations completed by the primary supervisor with collateral input as appropriate.

Exit Criteria: Satisfactory ratings on competencies related to Individual and Cultural Diversity.

Goal #4: Professional Values, Attitudes, and Behaviors:

Objective: Interns will demonstrate professional identity development, self-reflection, accountability, responsiveness to feedback, and increasing autonomy appropriate to their level of training. Additionally, interns will consistently exhibit professional values and attitudes, including integrity, respect for others, commitment to ethical principles, and dedication to ongoing professional growth.

Processes: Interns will engage in reflective reading and discussion, attend professional development activities, actively participate in supervision, and demonstrate professional comportment across increasingly complex clinical situations.

Assessment: Professional functioning is assessed through supervisor observation, participation in supervision, responsiveness to feedback, and written evaluations completed by the primary supervisor.

Exit Criteria: Satisfactory ratings on the competencies related to Professional Values, Attitudes, and Behaviors.

Goal #5: Communication and Interpersonal Skills:

Objective: Interns will demonstrate effective interpersonal functioning and professional communications across clinical, supervisory, and interdisciplinary contexts.

Processes: Interns will develop therapeutic alliances, participate in consultation and collaboration with peers and licensed staff, present case conceptualizations, and engage in structured evaluation of alliance (e.g., Working Alliance Inventory) with supervision-based review.

Assessment: Competence is evaluated through observation of clinical interactions, supervision, case presentations, written work, and formal evaluations completed by the primary supervisor.

Exit Criteria: Satisfactory ratings on competencies related to Communication and Interpersonal Skills.

Functional Competencies:

Goal #6: Assessment:

Objectives: Interns will demonstrate competence in psychological assessment, diagnosis, case conceptualization, and communication of assessment findings.

Processes: Interns will conduct assessments using multiple data sources; select, administer, score, and interpret assessment instruments; integrate developmental, contextual, and cultural factors; and produce comprehensive psychological reports. Interns will present cases and receive ongoing supervision and feedback.

Assessment: Assessment competence is evaluated through review of clinical work products, supervision discussion, case presentations, and written evaluations completed by the primary supervisor.

Exit Criteria: Satisfactory ratings on competencies related to Assessment.

Goal #7: Intervention:

Objective: Interns will demonstrate competence in developing, implementing, and evaluating evidence-based psychological interventions across client populations.

Processes: Interns will establish therapeutic relationships, develop and implement treatment plans, apply evidence-based interventions, adapt interventions based on client response, and

evaluate treatment effectiveness through documentation and supervision. Interns will manage cases across age groups and risk levels with appropriate supervisory consultation.

Assessment: Intervention competence is evaluated through supervision, review of treatment plans and progress notes, observation (including recorded sessions when applicable), and written evaluations completed by the primary supervisor.

Exit Criteria: Satisfactory ratings on competencies related to Intervention.

Goal #8: Supervision/Peer Supervision

Objectives: Interns will demonstrate competence in providing supervision and/or peer supervision, including the ability to facilitate the professional development of others, provide constructive feedback, and model ethical and professional behavior.

Processes: Interns will engage in supervision activities with trainees or peers, participate in supervision-of-supervision discussions, apply evidence-based supervision models, and reflect on their supervisory roles. Interns will receive ongoing guidance and feedback from licensed supervisors regarding their supervisory skills and effectiveness.

Assessment: Supervision/peer supervision competence is evaluated through direct observation, review of supervisory interactions, supervision-of-supervision discussions, and written evaluations by supervising faculty.

Exit Criteria: Satisfactory ratings on competencies related to supervision and/or peer supervision.

Goal #9: Consultation & Interpersonal/Interdisciplinary Skills

Objectives: Interns will demonstrate competence in consultation and in developing effective interpersonal and interdisciplinary skills necessary for collaborative practice within healthcare and other professional settings.

Processes: Interns will participate in interdisciplinary team meetings, provide consultation to other professionals, communicate effectively across disciplines, and integrate diverse perspectives into case conceptualization and treatment planning. Interns will seek and respond to feedback from team members to enhance collaborative care.

Assessment: Consultation and interpersonal/interdisciplinary skills are evaluated through supervisor observation, team feedback, review of consultation activities, and formal written evaluations.

Exit Criteria: Satisfactory ratings on competencies related to consultation and interpersonal/interdisciplinary skills.

SEMINARS / DIDACTIC TRAINING

The training program ensures that doctoral psychology interns participate in a minimum of 2 hours per week of didactic activities, including case conferences, seminars, workshops, and in-service training. The didactic activity schedule is developed annually to align with both program requirements and the learning needs of the interns. Examples of workshop topics offered include coping skills & self-care, projective test administration, scoring & interpretation, neuropsychological assessment administration, the use of artificial intelligence in practice, and online test administration.

SUPERVISION

Interns receive regularly scheduled, face-to-face individual and group supervision provided by licensed psychologists who maintain good standing with the Nevada Board of Psychology. Supervisors retain clinical responsibility for all cases under their supervision. Interns meet with their primary supervisor weekly to discuss clinical cases, review progress notes, and evaluate other clinical documentation, including mental health assessments and treatment plans. All documents prepared by interns must be reviewed and co-signed by a licensed supervisor. Supervisors also convene periodically to review and enhance supervision practices.

Supervision includes the following components:

a. Weekly Individual Supervision:

- Interns and supervisors engage in regular discussions of clinical cases, therapeutic interventions, and case management issues.
- For psychotherapy, supervisors may observe or co-facilitate sessions, conduct weekly reviews of treatment plans, monitor client responses, review and co-sign all clinical documentation, and ensure timely completion of progress notes, treatment plans, and assessments. Each intern receives live supervision (direct observation or co-facilitation) at least twice during the training year.
- For psychological testing and assessment, supervisors review test protocols, diagnostic considerations, and treatment recommendations. They also review and co-sign assessment reports, ensure timely completion and delivery of testing reports and feedback to clients, and provide direct supervision during the assessment process for each testing referral.

b. Direct Observation & Review:

- Supervision may include direct observation of sessions or evaluation of audio- or video-recorded sessions. Co-therapy may also be utilized as a supervisory method.

c. Ethical and Legal Guidance:

- Supervisory meetings address ethical questions, relevant legislation, and applicable professional standards and codes as they arise in clinical practice.

Peer Supervision

Interns may serve as peer supervisors for assigned staff peers within the private practice, providing weekly peer supervision sessions. This peer supervision is supplementary to the standard supervision received by staff. Throughout this period, interns participate in weekly supervision focused on their peer supervision role, allowing them to reflect on their supervisory approach, navigate professional boundaries, and further develop supervisory competencies.

Psychological Testing and Assessment

Interns are required to demonstrate competence in planning, administering, scoring, and interpreting comprehensive psychological test batteries. Throughout the training year, interns are expected to regularly complete assessment batteries in a timely and efficient manner. Interns are also expected to engage actively and take initiative in both testing and didactic experiences. As part of their professional development, interns may be asked to mentor practicum students and assume leadership roles with trainees during assessment activities.

Assessment batteries typically require between two and four hours of administration, depending on the clinical needs of each case. To ensure the validity of assessment results, testing sessions are often conducted in a single session. Interns are expected to monitor for signs of client fatigue, reduced attention, or diminished effort, as these factors can compromise the validity of the assessment. Scheduled breaks are permitted as clinically indicated, particularly for pediatric and geriatric clients.

All psychological testing materials are valuable resources and must be handled with care. Testing kits must be checked in and out using the designated log. If kits need to be transported to another location, they must be returned by the following business day. Tests requiring scoring templates and manuals should be scored in the office. Testing kits and materials are not to be taken off-site for practice, scoring, or review unless specifically authorized by the supervisors. Interns are responsible for maintaining the integrity and completeness of all test materials. Security and confidentiality of all test materials and results must be maintained at all times, in accordance with APA Ethical Guidelines and the Code of Conduct.

Accurate scoring is essential, as assessment results inform diagnostic impressions, treatment recommendations, medication management, and educational or occupational planning. Interns are expected to follow administration and scoring protocols precisely, referencing manuals as needed to minimize errors. Supervisors will review scoring for accuracy and provide additional training as necessary to ensure competency in assessment procedures.

Assessment reports and client feedback must be completed within 10 days of case initiation. Interns are expected to submit a first draft of their report to their supervisor within 14 days of completing the assessment. Supervisory feedback should be incorporated, and revised reports resubmitted within 10 days of receiving supervisor comments.

Expectations of Interns

Interns will receive training in psychological assessment at the outset of the internship. Interns are expected to respond to and manage assessment referrals consistently following initial training. Interns

are also expected to provide guidance to less experienced trainees, contribute to the learning environment, and uphold the highest standards of ethical and professional conduct throughout all assessment activities.

Expectations of Supervisors

Interns can expect that Desert Psychological supervisors will provide:

- Culturally responsive training in psychological assessment, with attention to diversity factors relevant to the client population.
- Weekly supervision focused on interns' assessment cases, including guidance in test selection, administration, and interpretation.
- Assistance with accurate scoring procedures and identification of appropriate normative data.
- Supervision and support in report writing and case formulation.
- Timely, constructive feedback to facilitate the intern's professional development and competency in assessment.
- Instruction in the reading and interpretation of neuropsychological reports.

TRAINING SUPERVISORS

Stephanie Holland, Psy.D., Licensed Psychologist, Clinical Director, Director of Training

Interests: Forensics, expert testimony, and mentoring young professionals.

All our supervisors are licensed psychologists who completed their clinical training at Desert Psychological within the past several years.

Sarah Ahmad, Psy.D., Licensed Psychologist, Secondary Supervisor

Interests: Empirically based treatment; forensic psychology; testing and assessment of children; children and adolescent mental health; psychology training.

Kellie Nesto, Ph.D., Licensed Psychologist, Supervisor

Interests: Veteran populations; vocational rehabilitation; school-based assessments (IEEs); psychological and neuropsychological assessments; and mentoring young professionals.

Valerie Modipour, Ph.D., Licensed Psychologist, Supervisor

Interests: Veteran populations and mentoring young professionals

Alexis Sliva, Ph.D., Licensed Psychologist in Colorado and Nevada, Supervisor

Interests: Veteran populations; vocational rehabilitation; school-based assessments (IEEs); psychological and neuropsychological assessments; and mentoring young professionals.

Jeffrey Aguiar, Psy.D., Licensed Psychologist, Supervisor

Interests: Veteran populations; vocational rehabilitation; school-based assessments (IEEs); psychological and neuropsychological assessments; and mentoring young professionals.

APPLICATION INFORMATION

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- Applications for the 2026-2027 training year are accepted on a rolling basis.
- Applicants are invited to interview, which is typically conducted in January, and selection decisions are made in February.
- Once APA accreditation is obtained, Desert Psychological will follow APPIC guidelines for internship selection, including use of the APPIC Uniform Application (AAPI) and participation in the APPIC Internship Match Program, and will adhere to all associated APPIC policies regarding applicant ranking and selection.

For application to the internship program, please submit the following:

- A cover letter that describes your interest in the training program at Desert Psychological.
- Current Curriculum Vitae
- 3 Letters of Recommendation (minimum of 2 from past practicum supervisors).
- Copy of Graduate School Transcripts
- Copy of a de-identified integrated psychological assessment completed by the applicant (mock reports completed in a university classroom will not be accepted). WAIS-IV/WAIS-5 or WISC-V administration preferred as a part of the sample submitted.

Applicants will be notified of their interview status, typically by email. In-person interviews are preferred; however, T/H interviews may be scheduled. Interviews will be conducted in mid-January. If an applicant cannot be reached by email, she/he should indicate in the cover letter how she/he wishes to be contacted.

REQUIREMENTS

- Applicants from APA or CPA-accredited programs or APPIC membership in Clinical Psychology are preferred.
- Applicants must be U.S. Citizens or be able to obtain an F-1 Visa and authorization to participate in an internship. Desert Psychological does not sponsor students for visas.
- Applicants must have completed ALL coursework.
- Applicants are preferred to complete 1,000 practicum hours (including direct service, supervision, and support activities) before the application deadline. Of these hours, 500 must be in direct service (assessment and intervention) to clients.
- Applicants should have some experience in psychological testing and have strong writing skills by the start of the internship.
- Applicants must pass a background check.

Though not required, desirable applicants will have:

- ✓ Experience in empirically supported treatments with at-risk populations
- ✓ Experience in community mental health settings and/or with similar clinical populations
- ✓ Experience in the area of forensic psychology
- ✓ Experience in advanced psychological testing and assessment skills
- ✓ Experience in quality and effective clinical and technical report writing techniques

POST MATCH REQUIREMENTS

- ✓ Register with the Board of Psychological Examiners for the State of Nevada
- ✓ Child Abuse and Neglect Screening (CANS)
- ✓ Fingerprinted for Criminal Background Check

If you have questions about the Doctoral Internship in Clinical Psychology at Desert Psychology and/or the contents of this brochure, please contact:

Stephanie Holland, Psy.D.

Email: drholland@desertpsychnv.com

Please feel free to go to our website: www.desertpsychological.com

LIVING and WORKING IN LAS VEGAS

Our Office

Our Desert Psychological office is located in the Green Valley area of the Las Vegas valley, on the border of Henderson. We are in a professional plaza business park with easy access from the 215 Beltway. Parking is free for both employees and clients. There is a secure lobby and reception area, private therapy rooms, a conference room, a kitchen, and restrooms. All outside walls have large windows for natural light, and all offices have a glass wall onto the hallway.



Living in Las Vegas



The Las Vegas Metro Chamber of Commerce website lists information in a number of categories to help you plan a lifestyle and take advantage of all the activities this area offers.

<http://www.lvchamber.com/living-las-vegas>

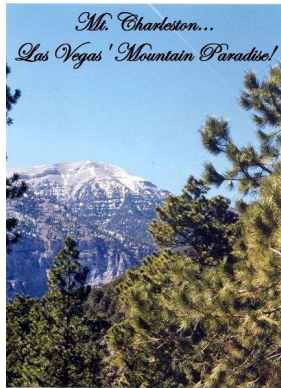
Las Vegas now boasts 2 million residents, making us a major city in terms of population and services. It is a "destination city" for the many events that take place here year round and your friends and family will no doubt want to visit you!

The cost of living in Las Vegas is more affordable than cities in the surrounding area. Comparisons:



Living in Las Vegas is different from being a tourist and just visiting Las Vegas. In fact, it is a lot more fun and interesting. Because you live here, you have year round access to all the wonderful restaurants, clubs, shows, and events that tourists have to make travel plans to come and see.

But more than that, you have time to appreciate your neighborhood, make friends, and take day trips to see some of the most beautiful desert and mountain areas in the country.



We believe in visiting our snow rather than living with it.

Mt. Charleston is a 45 minute drive from Las Vegas and offers skiing and snowboarding all winter long with hiking and backpacking trails the rest of the year.

Valley of Fire is Nevada's oldest and largest state park, dedicated in 1935. The park is located six miles from Lake Mead and 55 miles northeast of Las Vegas. The park derives its name from the red sandstone formations, and the stark beauty of the Mojave Desert ancient trees and early man are represented throughout the park by areas of petrified wood and 3,000 - 4,000 year-old Indian petroglyphs. Popular activities include camping, hiking, picnicking and photography.



CIRQUE DU SOLEIL

INSPIRING THE IMAGINATION

Las Vegas offers world class entertainment and sporting events. From the latest Broadway plays, Jazz and Opera to the amazing shows at the Strip hotels, there is something for everyone.



Sports is a big deal in Las Vegas and not just sports betting. We have The Golden Knights Hockey, UNLV Basketball and Football, the Monster Truck Finals, NHRA Drag Races, NASCAR races as well as local teams such as our baseball team the 51's, and, finally, the Raiders!

Las Vegas boasts 36 golf courses, many of them expertly designed and all of them green and beautifully maintained year round.



Fashion Show Mall is a shopping mall located on the Las Vegas Strip (across from the Wynn).

With 1,888,151 sq ft of space, this is one of the largest enclosed malls in the world. Over 250 stores, 10 Restaurants, a food court plus an elevated stage and live fashion runway shows make this mall a destination unto itself.



No Need to Pay Retail

Located just south of Mandalay Bay, **Las Vegas South Premium Outlets** is home to 140 stores. Shoppers can save anywhere from 25 to 65 percent daily, making this a popular shopping destination with both tourists and locals alike. This is an indoor mall - summer or winter you can "shop till you drop".

Las Vegas North Premium Outlets is one of the best shopping bets in Las Vegas. Downtown has a reputation for being the more affordable side of Las Vegas, so it only makes sense that one of the city's best outlet malls is located there featuring 150 stores. It is an outdoor mall, however, so during the summer you may want to visit during the morning or evening when temperatures are less than incendiary.



~ Enjoy ~