

SULLIVAN CENTER FOR CHILDREN

2011-2012

Internship in Clinical Psychology



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Appointments

Full year internships begin in July.

Please address inquires to:

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Pre-Doctoral Internships

The Sullivan Center for Children participates in the AAPIC match, adheres to the APPIC Match Policies and all applicants who apply to the Pre-Doctoral Internship program must use the AAPIC Online application.

The Sullivan Center for Children uses the National Matching Service (NMS) internship matching program. We faithfully follow all the guidelines set forth by NMS. Our program code is 112211.

Pre-Doctoral internships are offered to students who are enrolled in doctoral programs in clinical psychology and who have completed all coursework, as well as a clinical practicum involving basic assessment, interviewing, psychological testing, and supervised psychotherapy training.

Internship in Clinical Psychology 2011-2012



Understanding the World through a Child's Eyes

Director

Kathy Sullivan, Ph.D., ABPP
Licensed Psychologist

Director of Training

Mark Barnes, Ph.D.
Licensed Psychologist

Introduction

The Sullivan Center for Children is an intensive outpatient treatment center that specializes in providing psychological services to children, adolescents, and their families. Our actual population varies greatly in terms of age, type of pathology, socio-economic status, and cultural background. Our Center is dedicated to the treatment of children, adolescents, and their families.

We provide intensive assessments and individualized treatment programs. We have the capability to provide individually tailored programs to best meet the needs of the children and families. We have an integrated team approach in which, if appropriate, children and members of their families can be involved in an integrated treatment approach using more than one modality.

We are a for-profit corporation, and provide fee-for-service basis, we also have a contract with Central Valley Regional Center that allows us to provide services to children who have a lower socio-economic status. We deal with problems of childhood that range from mildly to severely disturbed. Because we provide intensive outpatient services, we have a large population of patients who are severely disturbed and who are receiving intensive outpatient services in the hopes of facilitating integration from hospitals and residential treatment centers into their homes, or in helping to avert hospitalizations or placements in residential treatment.

A Critical Learning Experience

The Sullivan Center for Children is an APPIC member offering a pre-doctorial internship that is designed to provide the following:

- Pre-Doctoral Level Internships, which are full time for a twelve month period

Professional Development

The interns will experience individual and group supervision while fulfilling his/her internship commitment. Each intern will be assigned two supervisors for individual supervision. One, a primary supervisor, will be responsible for working with the intern on his or her clinical cases. The secondary supervisor will be working with the intern on the psychological testing cases that the intern carries at any one time.

As an intern enters into training at the Sullivan Center for Children, it is expected that the intern will have a level of training that is commensurate with Master's level experience. This should include the capacity to perform clinical interviews, rudimentary case conceptualization, and treatment planning.

It is the expectation that over the course of the year the intern will develop from a student-based orientation to a more independent practitioner orientation. The intern should expect to receive training in aspects of clinical case management, clinical business management, theoretical and structural organization of a clinical practice.

By the time an intern completes their training at the Sullivan Center for Children he or she will be equipped to perform psychological services at a Post-Doctoral level. The goal of the Sullivan Center internship program is to facilitate the professional development of an intern from student to an individual capable of practicing as a psychologist.

To encourage the transition, the intern develops, with their primary supervisor, and Intern Learning Plan (ILP) at the outset of their internship which is reviewed quarterly. The ILP allows the intern to state goals for the quarter in seven areas of competency. Additionally the intern and supervisor complete a written evaluation of the developing intern's progress at a midterm period (usually January) and a final evaluation is completed at the end of the internship.

The intern is expected to fully participate in all aspects of training which include supervision as well as didactic training, seminars and ongoing continuing education events.

Didactic Training

Additional training experience will be offered in the form of didactic seminars, which will include four weekly hour long meetings involving four different areas. These didactic training hours are described below:

- **Theoretical Seminars** are provided by an experienced Licensed Psychologist who in weekly meetings cover issues regarding theoretical understanding and case conceptualization.
- **Grand Rounds** are conducted by our Staff Psychiatrist on a weekly basis to discuss intervention strategies, both of a psychotherapeutic and pharmacological nature.
- **Applied Techniques in Psychotherapy** is an ongoing seminar conducted by the Director of the Sullivan Center for Children and is held weekly to discuss issues involving applied techniques. This experience includes techniques of therapeutic intervention as well as assessment techniques.
- **Assessment Seminar** is held on a weekly basis. This seminar includes discussion of objective and projective assessment tools including administration, scoring, and interpretation.

- The Pre-Doctoral Internship is an essential training experience mandated by your clinical psychology doctoral program and professional legislative bodies.
- The goal of the internship is to create an environment, which encourages competency in the practice of psychotherapy and psychodiagnostic assessment procedures.

The Setting

Fresno is located in the heart of the Central Valley and is one of the fastest growing cities in the United States. Fresno has a population of over 500,000.

Fresno is centrally located in California and is approximately two hours from Yosemite and three hours from the Central California Coast and San Francisco. The cost of living is below that of any other major metropolitan area of California making it an affordable and comfortable place to live.

The Sullivan Center for Children is located in a serene park like atmosphere with acres of grass and trees. The campus includes two buildings that house clinic offices, testing rooms, a library, play rooms, group rooms, and a recreation room. The play room includes an observation room with a one way mirror.





Senior Staff

Kathy Sullivan, Ph.D., Clinical Director and Founder of the Sullivan Center for Children, is a clinical psychologist with over twenty-five years experience specializing in the treatment of emotionally disturbed children and adolescents. She received her undergraduate degree from Indiana University, her doctorate from the California School of Professional Psychology in 1980, and was licensed by the State of California in 1982. Before opening the Center in 1989, Dr. Sullivan practiced in a variety of children's inpatient, residential, and outpatient settings.

Susan Napolitano, Ph.D., Assistant Director, has provided clinical services to children and families for over fifteen years. She completed her Doctoral training and a two-year Post Doctoral Fellowship at the Sullivan Center. Dr. Napolitano served as the Chief of Staff at Cedar Vista Hospital in 1999. She is a Past President of the Fresno Area Psychological Association (FAPA), and was the Editor of the "San Joaquin Psychologist" from 1993 through 2001.

Picture vocabulary Test; Stanford Binet Intelligence Scale-V. Students are also expected to be able to administer, interpret and score the MMPI-2, MMPI-Adolescent, Millon-III and Millon Adolescent, Rorschach, Thematic Apperception Test, Children's Apperception Test, Roberts Apperception test, and Projective Drawing instruments. Being able to administer, score and interpret the above are minimum criteria for successful completion of the internship.

Clinical Interviewing

Psychodiagnostic interviews are part of the initial evaluation for every patient seen at the Sullivan Center. Interns will be responsible for interviewing and performing mental status exams, and arriving at diagnostic formulations for all patients who they treat. They will have the opportunity to observe experienced clinicians both evaluating and performing psychological assessments.

The intern will be expected to manage all aspects of the client's treatment, which includes collateral contacts with other health professionals and school based clientele. The intern should expect a clinical case load of approximately twelve to fifteen clinical cases per week.



children. We also provide a wide range of group therapies. Interns will be required to participate in a minimum of one group at any given time. Groups range in age from three to four to adult supportive and therapy groups. Interns will be assigned to a group that is most appropriate in terms of their ability and training needs.

Family therapy is also a modality that is used quite frequently. Interns will be trained in making the decision about whether or not individual or family therapy is most appropriate given the needs of the child and/or family. All clinicians working with children at the Sullivan Center also work with their families and parents in one fashion or another, or are coordinating treatment with another therapist who is providing treatment for the parent or family.

Interns will have the opportunity to work with patients of all ages. The heaviest caseload population that an intern will be carrying will be pre-adolescent children from two to twelve, and adolescents from thirteen to eighteen. Types of pathology will range from mild to severe. He/She will treat children ranging from those experiencing adjustment disorders extending to children who are suffering from major depression and schizophrenia. Most interns will be initially assigned children who are suffering from mild to moderate disorders, and as their expertise and training makes them capable, will be assigned children with more serious disturbances. In terms of socio-economic status there is also a considerable range. In terms of cultural issues approximately sixty percent of our clientele are Caucasian; the other forty percent are Mexican-American and African-American, and a very small percentage are Asian families.

Psychodiagnostic Assessment

The intern will be exposed to a wide variety of testing instruments and training opportunities involving psychological testing. Interns are trained in the administration, scoring and interpretation of a broad range of psychological instruments that are used to aid in differential diagnosis with children, adolescents, and parents. Specific instruments that are commonly used include Wechsler Intelligence Scale for Children IV, Wechsler Intelligence Scale for Adults IV, Kaufman Assessment Battery for Children, McCarthy Scales of Children's Intelligence, Leiter International Performance Scale, Peabody

Mark Barnes, Ph.D., Director of Training, has worked with children and adolescents for over twenty years and has been with the Sullivan Center since 1991. He holds a Doctorate in Clinical Psychology and a Master's Degree in Marriage, Family and Child Counseling. Dr. Barnes has diverse experience in treating children, adolescents, and their families in a variety of settings. He has a specialty in psychodiagnostic assessment and learning disability testing, as well as the treatment of depression, attention deficit disorder, and developmental issues of adolescents.

David Fox, M.D., Director of Psychiatric Services, is Board Certified in Child and Adolescent Psychiatry and holds certifications in Psychiatry-Neurology and Child and Adolescent Psychiatry. He graduated from Harvard University in 1962 with a degree in Social Relations, and from Yale University School of Medicine in 1966. In addition to working at the Sullivan Center, he is consultant to the California State Diagnostic School for Neurological Handicapped Children.

Laurie Rabens, Ph.D., Special Program Coordinator, has been with the Sullivan Center since 1989. She received her undergraduate degree in Psychology at the University of California, Santa Barbara, her Master's Degree in Clinical Psychology at the California School of Professional Psychology, and her Doctorate at the University of California, San Francisco. Since joining the Center, Dr. Rabens has been involved in a variety of roles including providing psychological assessment and treatment to children, adolescents, and their families. She holds a major role in program development for the Center. Dr. Rabens' clinical specialty is the assessment and treatment of preschool and young children.

Treon Hinmon, Psy.D., has been with the Sullivan Center since 2002 where he completed internship and post-doctoral fellowship. He has worked in mental health services for over a decade. He completed a B.S. in Psychology at Old Dominion University in Virginia, received his doctorate in Clinical Psychology from the California

School of Professional Psychology in 2004, and was licensed as a Psychologist in 2006. His professional experiences include working in residential treatment, in-home counseling, and program manager for a non-profit agency. Dr. Hinmon provides a wide range of services for children, adolescents, families, couples, and adults.

Lisa Ganiron, Psy.D. has worked with children and their families since 2003. She completed her undergraduate degree at California State University, Fresno in 2003, her Psy.D. in Clinical Psychology at California School of Professional Psychology in 2007, and was licensed as a Psychologist in April of 2009. Since joining the Center in July 2006, Dr. Ganiron has provided a variety of services, including individual and group therapies and psychological assessment. Areas of clinical interest include anxiety, depression, Autistic Spectrum Disorders, ADHD, and psychodiagnostic evaluation.

Clinical Psychology Internship Program

Internship Training Components

- Psychotherapy Training (individual, group, couples, and families)
- Psychodiagnostic Assessment
- Clinical Interviewing
- Didactic Seminars
- Professional Development



Training Program (Allocation of Time)

Interns can expect to spend their time as follows:

- For approximately 40% of their time interns are engaged in clinical activities. Such activities can include, but are not limited to; clinical interviewing, psychodiagnostic and neuropsychological assessments, individual, group, marital and family therapy.
- Approximately 25% of the intern's time is spent in didactic training both at The Center and at outside training opportunities.
- The intern will spend approximately 20% of his or her hours involved with charting, report writing, test scoring and interpretation as well as other administrative duties.
- 10% of the intern's time will be spent in consultation, professional development and scholarly commitment.
- The intern will receive two hours of face to face supervision each week. They will meet for one hour each with their primary clinical supervisor and their secondary assessment supervisor. This will constitute approximately 5% of the weekly total time spent in individual supervision.

The training program is structured, yet allows the intern flexibility to participate in activities designed to meet his or her individual interests and training goals. The Intern will complete 2000 Pre-Doctoral hours during the internship year.

Psychotherapy Training

The majority of services provided at the Sullivan Center include individual psychotherapy for children, adolescents and adults with heavy emphasis in caseload on child and adolescent patients. An intern may carry one or two adult patients who are parents of children and adolescents in treatment with other clinicians. However, the focus is definitely on child and adolescent problems. There is a special emphasis on training techniques of play therapy as many of our clientele are pre-adolescent