

DOCTORAL PSYCHOLOGY INTERNSHIP PROGRAM

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Doctoral Internship in Professional Psychology Sullivan Center for Children (Sullivan Center)

OVERVIEW

Sullivan Center for Children offers a 12-month 2000 hour pre-doctoral internship which utilizes the practitioner-scholar model to provide experiential and didactic training. Sullivan Center is an APPIC member program. All cases for the intern are supervised by the Director of Clinical Training or a Licensed Psychologist and the supervisor maintains responsibility for all cases under his/her California License. The clinical staff and administrators of the Sullivan Center are committed to training new professionals while providing high quality services accessible to the San Joaquin Valley.

GOALS OF INTERNSHIP

The overall goal of the internship is to prepare and equip interns to be professionally competent psychologists ready for entry level psychological practice. All interns will further develop their competencies as psychologists in the provision of clinical services including, psychotherapy for children and adolescents and their families, assessment, and professional collaboration and consultation. Interns' opportunities for growth in other areas of competency such as program development and evaluation, providing supervision, policy review and development, and organizational intervention will vary depending on availability.

In order to meet this overall goal the intern, with their primary supervisor and the Director of Training will develop and Intern Learning Plan that is designed around their professional developmental needs. At the beginning of the internship the intern and their primary supervisor will complete an Intern Learning Plan (ILP) to set up goals for training in the coming quarter. The plan is reviewed by the intern and supervisor each quarter for progress or goals met. It is then modified to reflect growth and areas for continued training. This plan is co-created and designed to specify training areas that an individual intern may need to develop over the course of their training year. It is not designed to be an evaluative tool rather a written and collaborative feedback device to tailor training goals for the individual intern and assess professional growth and development. Interns and their supervisors will determine training needs, clinical and assessment experiences to foster the appropriate development only after the previous developmental steps have been taken.

A secondary goal of the internship is to foster interns' development of their professional identity through high expectations for professional behavior, challenges from supervisory staff to develop and apply their theoretical orientations, and increasing levels of independence. Over the course of the training year the intern will work with his or her supervisor to localize areas for further

training and emphasize developing areas of expertise. As the Intern develops their professional identity they will be encouraged to challenge themselves relative to the clinical caseload they have, develop various kinds of intervention strategies and monitor the implementation of therapeutic strategies. As the Intern's assessment skills mature increasingly challenging assessments will be assigned to foster increasing skills in test administration, scoring and interpretation and report writing. Assessment trainings will include newly published tests or administration and scoring methods and neuropsychological testing when appropriate.

A third goal of the internship year is fostering a sense of developmentally appropriate autonomy and unique identity as the Intern moves toward more a more independence. An aspect of the training of a professional psychologist includes professional development facilitating independence and professional identity. The Internship program facilitates the professional development of our Interns throughout the year. The Intern will be participate in Continuing Educational opportunities the The Sullivan Center for Children host, as well as those offered by the local psychological association, Alliant International University and any outside training opportunities. The Intern will be encouraged to participate in the local psychological community through the association and interaction with other mental health professionals who work in various settings including universities, psychiatric hospitals, Central Valley Regional Center, the juvenile justice system, Head Start Programs and other externally based social and mental health programs. These opportunities provide the Intern a chance to meet other professionals, present their qualifications, foster networks for referrals and collaborative relationships with significant mental health professionals in the community.

Finally, a fourth goal of the internship is to maximize the healthy functioning of the interns. The Sullivan Center supports interns' development of healthy living and working habits to foster their ability to maintain a high quality of services provision over time, and has demonstrated flexibility with interns as related to their family and personal needs.

PROGRAM EXPECTATIONS OF INTERNS

Interns are expected to have knowledge and skill consistent with having successfully completed four years of graduate study in psychology. This includes basic competency in intervention (individual and group), assessment, and report writing/documentation. In addition, it's expected that interns will have knowledge regarding supervision and consultation.

INTERN DUTIES AND RESPONSIBILITIES

Direct Client Contact

- Caseload of 12 to 15 individuals and/or families at the Sullivan Center for Children
- 2 hours a week of Group Therapy
- Variable schedule of time limited outpatient groups
- Variable schedule of psychological assessments
- Variable schedule of parenting groups and other community based groups.

Supervision/Training

- 2 hours weekly of Individual Supervision
- 1 hour weekly of Clinical Case Presentation
- 2 hours weekly Didactic Training
- 2 hours monthly Training Seminar

Other Responsibilities

- Variable schedule of outreach/marketing
- ½ hour of weekly staff meetings
- 30 minutes weekly of Clinical Team meeting
- Additional opportunities: research, training, supervision, and program development

COMPENSATION PACKAGE FOR INTERNSHIP

Full time Interns will receive a stipend of \$15,000 for 12 months of service provision. They will receive the opportunity to participate in the Sullivan Center's benefit package provided to employees of Sullivan Center including vacation, sick time, and medical and dental health insurance.

TRAINING RESOURCES AVAILABLE

Sullivan Center has several training resources available to interns:

- Sullivan Center supports community training attendance and local training opportunities with Alliant University.
- The Alliant University Library is nearby and Sullivan Center Interns have lending privileges. Interns frequently access their many resources, journals, and databases.
- Sullivan Center also has a training material library available including DVD's and books.
- The Center has a Psych-Info subscription available to the Interns.
- Sullivan Center will make assessment instruments and manuals available to interns.
- Sullivan Center will also provide interns with Internet access.
- First aid, CPR, and California Intervention System training.

HOW THE INTERNSHIP IS INTEGRATED INTO SULLIVAN CENTER

Interns are integrated into Sullivan Center as essential members and contributors to our clinical team. We value the fresh perspectives that interns bring to our organization. Interns are oriented to the agency, programs, and staff. They are provided with Internet accessible computers, as well as e-mail and the necessary software to manage a practice including up-to-date Electronic Medical Records. Sullivan Center is a relatively small organization, which facilitates the development of relationships. Integrating the interns into agency work is a clear focus of the internship program.

EXAMPLE SCHEDULE*

Time:	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
8 am				Travel to CVRC		
9 am	Assessment			CVRC Testing	Supervision	
10 am	Assessment	Dr. Leifer's Didactic	Supervision	(continued)	Test Scoring	Group 11-14 yrs. old
11 am	Outpatient Tx	Dr. Barnes' Didactic Training	11:30-12:30 Dr. Sullivan's Class	(continued)	Dictation	Group 8-10 yrs. old
12 pm	Lunch	Lunch	12:30-1:30 Grand Rounds	Lunch	Lunch	Lunch
1 pm	Outpatient Tx	Outpatient Tx	1:30-2:00 Staff Meeting	(continued)	Test Scoring	Outpatient Tx
2 pm	Outpatient Tx	Outpatient TX	Lunch	(continued)	Dictation	Paperwork
3 pm	Outpatient Tx	Outpatient Tx	Outpatient Tx	(continued)	Outpatient Tx	
4 pm	Outpatient Tx	Treatment Team Meeting	Outpatient TX	Travel to SC4C	4:30-5:30 College Group	
5 pm	Paperwork	Paperwork	Paperwork			
6 pm		Outpatient Tx	7:00-8:00 High School Group	Paperwork	Paperwork	

**Interns may require additional time to complete their documentation and can work 40 to 50 hours a week.*

In this example schedule the Intern is asked to participate in some but not all of the group psychotherapy depending on their training needs. Additionally if an Intern is working on Saturday for the group experience and training they will typically take Monday off. Interns only work 5 days a week. As the primary clinical population is children and adolescents the Intern will typically work one or two evening hours to see children after school.

**INTERNSHIP
TRAINING SCHEDULE
2014 - 2015**

All interns attend Tuesday classes which are held from 10:00 - 11:00 a.m., Errol Leifer, Ph.D., ABPP, Presenter. Other clinical staff participate.

Testing Seminar on Tuesdays where all interns attend and clinical staff participate are held from 11:00 to 12:00 noon. Mark Barnes, Ph.D. Presenter

ALL Wednesday classes are held from 11:30 - 12:30 p.m., Kathy Sullivan, Ph.D., ABPP, Presenter

Every Wednesday there are Business Meetings in which ALL interns attend, 1:30 - 2:00

Every Wednesday there are Ground Rounds. ALL interns and clinical staff attend, 12:30 – 1:30 p.m.
Kathy Sullivan, Ph.D. and David Fox, M.D., – Facilitators

JULY

Day: Tuesday
Subject: Theory and Basic Treatment Approaches

Day: Wednesday
Subject: Orientation

Day: Wednesday
Subject: Grand Rounds Case Consultation

Day: Tuesday Testing Seminar
Subject: Assessment Orientation CVRC assessments

AUGUST

Day: Tuesday
Subject: Treatment Approaches

Day: Wednesday
Subject: Intake and Interviewing and Diagnostic strategies

Day: Wednesday
Subject: Grand Rounds Case Consultation

Day: Tuesday Testing Seminar
Subject: Intellectual review of WISC-V, WAIS IV/Stanford Binet/ABAS and Vineland

SEPTEMBER

Day: Tuesday
Subject: Self-Psychological Concepts and use in Child Therapy

Day: Wednesday
Subject: Working with parents of children in treatment.

Day: Wednesday
Subject: Grand Rounds Case Consultation

Day: Tuesday Testing Seminar
Subject: Forensic Assessments – JJC

OCTOBER

Day: Tuesday
Subject: Attachment theory and related treatment planning

Day: Wednesday
Subject: Case conceptualization and treatment planning

Day: Wednesday
Subject: Grand Rounds Case Consultation

Day: Tuesday Testing Seminar
Subject: Testing theory and application/integrated report writing

NOVEMBER

Day: Tuesday
Subject: Attachment theory and related treatment planning

Day: Wednesday
Subject: Treatment strategies of childhood disorders

Day: Wednesday
Subject: Grand Rounds Case Consultation

Day: Tuesday Testing Seminar
Subject: Rorschach Administration and scoring R-PAS

DECEMBER

Day: Tuesday
Subject: Theory of clinical practice

Day: Wednesday
Subject: Treatment strategies of childhood disorders

Day: Wednesday
Subject: Grand Rounds Case Consultation

Day: Tuesday Testing Seminar
Subject: Rorschach interpretation R-PAS

JANUARY

Day: Tuesday
Subject: The therapist in context of the therapeutic relationship

Day: Wednesday
Subject: Transference/Counter-Transference in Treatment with Children/Adolescent Families

Day: Wednesday
Subject: Grand Rounds Case Consultation

Day: Tuesday Testing Seminar
Subject: Projection in testing: qualitative interpretation

FEBRUARY

Day: Tuesday
Subject: Childhood neurological development of attachment

Day: Wednesday
Subject: Dissociation, Working with the Traumatized Child

Day: Wednesday
Subject: Grand Rounds Case Consultation

Day: Tuesday Testing Seminar
Subject: Thematic Apperception Testing, TAT, CAT

MARCH

Day: Tuesday
Subject: Childhood neurological development of attachment (continued)

Day: Wednesday
Subject: Treatment strategies with a Neurologically Impaired Child

Day: Wednesday
Subject: Grand Rounds Case Consultation

Day: Tuesday Testing Seminar
Subject: Projective tests: Incomplete sentences drawing and Word Association Test

APRIL

Day: Tuesday
Subject: Couples Psychotherapy

Day: Wednesday
Subject: Case management of severely emotionally disturbed children

Day: Wednesday
Subject: Grand Rounds Case Consultation

Day: Tuesday Testing Seminar
Subject: Case Presentations - Children

MAY

Day: Tuesday
Subject: Divorce, domestic violence and relationships

Day: Wednesday
Subject: Group treatment with children and adolescents

Day: Wednesday
Subject: Grand Rounds Case Consultation

Day: Tuesday Testing Seminar
Subject: Case Presentations - Adolescent

JUNE

Day: Tuesday
Subject: Forensic evaluations related to custody issues

Day: Wednesday
Subject: Treatment strategies with high conflict divorce families

Day: Wednesday
Subject: Grand Rounds Case Consultation

Day: Tuesday Testing Seminar
Subject: Case Presentations-Forensic

PSYCHOLOGY INTERN EVALUATION PROCEDURES STATEMENT OF INTENT

The purpose of the Sullivan Center intern evaluation policies is: 1. To maintain high educational standards for professional psychologists so as to prepare interns to become well-qualified to provide professional services; and 2. To inform interns of their performance on an ongoing basis in order to facilitate educational and professional development. Evaluation policies are in conformance with the American Psychological Association Ethical Principles, which describe expectations for standards of competence and emphasize awareness of professional responsibilities to the community and society. The evaluation procedures are designed to provide timely and regular feedback so that interns can have opportunities to improve their performance, if needed. Evaluations policies and procedures support the rights of interns to know when they are functioning well, when their performance requires remediation, when their performance fails to meet the professional standards and what the consequences are of not meeting professional standards of performance.

POLICIES

Interns will be provided with ongoing training, direction, and feedback on their performance in the course of their weekly individual supervision. The following policies and procedures delineate the formal evaluation process.

Interns can complete the internship only if they are in good standing. *Good standing* in the Sullivan Center Internship Program is defined as appropriate interpersonal functioning, sound clinical skills, and appropriate professional/ethical conduct and attitudes. The clinical supervision staff evaluates interns two times a year.

Interns are expected to demonstrate behavior consistent with the most current Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association and state and

federal law governing the conduct of psychologists. Sullivan Center Internship Program supervisory staff under the direction of the Director of Clinical Training, and in accordance with generally accepted professional standards, reserves the right to define professional competence and demeanor, to establish standards of excellence, and to evaluate interns in regard to them. Interns have the responsibility to conduct themselves professionally and help create an atmosphere conducive to learning and service delivery. Interns are expected to uphold professional and personal integrity, to respect the rights of others, to be sensitive to diversity, and to refrain from disruptive, threatening, intimidating, or harassing behavior, or behavior that is harmful to themselves, others, or property. Interns must abide by the standards, policies, and regulations of the Sullivan Center Internship Program. Agreement to abide by the policies and procedures of the Psychology Internship Program is implicitly confirmed when the intern agrees to accept the internship position. Failure to adhere to Sullivan Center Internship standards may constitute grounds for probation or expulsion from the internship program. The Sullivan Center Internship Program reserves the right to expel interns if their performance has fallen below required standards. The program reserves the right to restrict all or part of an intern's academic and/or clinical activities while a review is pending.

As internship is a requirement of completion for doctoral programs in psychology, Sullivan Center requires, as a condition of acceptance into the program, that interns provide their consent for the exchange of evaluative information between Sullivan Center and their doctoral program. This requirement is clearly communicated to prospective interns in the brochure advertising the internship. It is also stated in the Application Certification Section of the APPIC Application for Psychology Internship. At the program orientation interns will be required to sign a release of information formally providing Sullivan Center and their doctoral program with permission to exchange evaluative information.

EVALUATIVE PROCEDURES

All interns will be evaluated in the first and second semester. Sources of information about the intern's performance and functioning include the Director of Clinical Training and other supervising psychologists, any relevant legal and/or administrative documents, the intern, and any other source the clinical supervisors deem relevant. Clinical skills are assessed in writing by intern supervisors each semester.

At least once per semester the **Intern Evaluation** form is completed by each supervisor and is reviewed with the intern. If the intern's performance rating for each competency is acceptable, a Pass grade is assigned. If *any* competency area of the intern's performance is found unacceptable, a No Pass grade will be assigned.

The Director of Clinical Training cosigns all information and forms. Copies of forms together with a cover letter summarizing the intern's progress will constitute the feedback given to the home University, at least twice annually if the home university does not have its own grading procedure.

Once each semester the Director of Clinical Training and supervising psychologists conduct a summary review of each intern's progress. Once a summary evaluation has been completed, the

interns is then judged to be in good standing or may need to be placed on probation, suspended, or expelled.