

Sarah A. Reed Children's Center

Doctoral Internship in Health Services Psychology

[Internship Training Manual](#)

[Internship Admissions, Support, and Initial Placement Data](#)

Sarah A. Reed Children's Center (SARCC) offers a 2,000-hour doctoral Internship program in Health Services Psychology that is fully accredited by the [American Psychological Association](#). The internship funds three full-time training positions beginning in early August and lasting 12 months.

Our training program is an organized guided, sequential, and comprehensive set of experiential and didactic practices that support and promote the intern's readiness for increasingly autonomous practice. Didactic learning, direct/experiential practice, scholarly inquiry and research, role modeling, and consultation, in the context of an organized training program, provide interns with varied opportunities for developing intermediate to advanced skills in the profession-wide of competency areas as identified by the field of psychology. These competencies are developed using the concepts of exposure, experience, and expertise, in the context of reflective practice and disciplined scientific inquiry.

Commission on Accreditation Standards: Competencies

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

The Internship provides a unique experience to doctoral students through a broad range of experiential and didactic training opportunities. Below are the overarching aims of the Doctoral Internship in Health Services Psychology. For more information, please see the Internship Training Manual using the link at the top of this page.

Doctoral Internship Aims:

1. to provide exposure, experience, and expertise in profession-wide competencies, skills, and knowledge in the practice of health services psychology
2. to learn and practice the application of competencies, skills, and knowledge (experience) in a professional setting serving children, adolescents, and families
3. to develop an intermediate to advanced level of proficiency in the application of these

skills and knowledge.

We participate in the APPIC Matching Program and abide by the policies set forth by APPIC. For additional information or questions pertaining to Sarah A. Reed Children's Center Doctoral Internship Program in Professional Psychology, please contact the American Psychological Association's [Office of Program Consultation and Accreditation](#) at 750 First Street, NE Washington, D.C. 20002-4242, or telephone (202)336-5979 or fax to (202) 336-5978. The website is www.apa.org/ed/accreditation

Accredited by the American Psychological Association, 750 First Street NE, Washington, D.C., 20002-4242: Commission on Accreditation: [\(202\) 336-5979](tel:(202)336-5979) (www.apa.org)
Member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) 10 G Street, NE, Suite 750, Washington, D.C. 20002: [\(202\) 589-0600](tel:(202)589-0600)

Sarah A. Reed Children's Center is a private, non-profit mental health agency for children and adolescents aged 3-18 years with emotional, behavioral, and psychiatric difficulties. It is accredited by the Joint Commission on the Accreditation of Healthcare Organizations (JCAHO).

Sarah A. Reed Children's Center is an equal opportunity employer. We strive to create an environment that embraces and celebrates diversity. We strongly encourage individuals from diverse backgrounds to apply. If you have additional questions, please contact:

Linda M. Fleming, Ph.D.

Licensed Psychologist

Associate Vice-President of Psychology Internship Training and Quality Assurance

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Internship Mission and Model

The mission of the Sarah A. Reed Children's Center doctoral internship in Health Services Psychology is to broadly expose and prepare interns, through training, education, scholarly inquiry, and role modeling to the broad array of experiences, roles, activities, responsibilities, and opportunities that psychologists play in complex organizations, and to develop an intermediate to advanced level of competency, enabling successful entry into the field of psychology.

The program model of training is **practitioner-scholar/scientist**. The model integrates concepts from other models of training including the Local Clinical Scientist model and the Reflective Practitioner model. Professional competence, proficiency, critical thinking, and identity are nurtured and consolidated through regular and formal supervised clinical practice, didactic training, scholarly inquiry, research, and the opportunity to work with professionals in a multidisciplinary model. In a coordinated, organized, cumulative,

and graded manner, interns can assume increasingly major clinical responsibilities with appropriate supervisory direction, guidance, role modeling, and support.

The Training Director, along with the faculty and Internship Advisory Council (comprised of the CEO/President, Associate VP of Human Resources, and the CVP of Finance and Operations) are responsible for the integrity and quality of the internship program. Training is designed to provide multiple opportunities for the translation of theory, knowledge, and scientific inquiry into “real world” practice. Specifically, we believe that psychological practice should be guided by psychological science translated and adapted to complex clinical and educational settings. A practitioner who uses disciplined scientific inquiry and reflective practice should be capable of case formulation, critical inquiry, and the application of the scientific knowledge base to practice. While we encourage efforts to do active, applied research in clinical practice, we also use scientific inquiry and research along with the development of data-based clinical judgment to strengthen practice to become skilled practitioners.

Diversity Statement:

The doctoral internship training program at SARCC is committed to enduring and practical approaches to address diversity and inclusion. We will foster and create a welcoming, responsive, and supportive environment that is equitable, safe, non-violent, supportive, transparent, and open. We will take proactive and progressive steps to identify blocks, barriers, and inequities in our day-to-day interactions with diverse stakeholders and systems. We will actively expose interns to the broad spectrum of human diversity and differences, while maintaining cultural humility. We will enhance our multicultural and cross-cultural communication, and through a process of self-reflection, active dialogue, and discussion, will address and challenge each other to have difficult conversations about diversity, equality, and inclusiveness. Furthermore, we will act as role models and take steps to remedy situations that either implicitly or explicitly undermine the values of human decency and the ethical standards, legal requirements, and professional values, beliefs, and ideals of the profession of psychology.

Importantly, we recognize that as human beings we are prone to conscious and unconscious bias and prejudice driven and influenced by our own cultural backgrounds as well as institutional racism, sexism, ageism, and other forms of injustice. We must be proactive to identify and remedy situations that put others at risk due to behaviors such as, but not limited to microaggressions. We must seek opportunities for on-going multicultural training and education to reduce the impact of our own cultural biases and enhance our cross-cultural communication and cultural responsiveness.

Through these efforts, we will diligently engage in meaningful dialogue to rectify actual, perceived, and potential harm in our interactions with others and in our institutional policies and practices. Our aim is to be as transparent as possible in our interpersonal interactions with the people we work with and serve and practice open communication as a pathway to growth and change.

Internship Training Sites

Doctoral internship training at SARCC requires interns to learn to bridge the skills needed to serve children, adolescents, and their families in multiple settings. Interns receive yearlong training emphasizing both clinical competencies (psychotherapy, clinical consultation, and case conceptualization) and psychological competencies (psychological assessment, clinical and multi-disciplinary team-based consultation, and direct and indirect intervention).

1. **Psychiatric Residential Treatment Program:** Two interns are assigned to the Residential Treatment Program (PRTF). The interns assigned to this site receive specialized training with children ages 5-18 who have serious emotional and behavioral disorders and complex trauma. The interns receive supervised training in individual child psychotherapy, family counseling/therapy and consultation, case conceptualization, trauma informed care (Sanctuary), multi-disciplinary clinical consultation, crisis intervention, and research. In addition, they receive training and supervision in assessment and consultation.
2. **Outpatient Department of Behavioral Health:** One intern is assigned to the Outpatient Behavioral Health Services department, which encompasses several programs. This intern receives specialized supervision in the provision of individual, family, and/or group therapy with children, adolescents, adults, and/or families, with efforts made to develop a caseload based on the intern's training goals and areas of interest. The intern also provides consultation to the Intensive Behavioral Health Services (IBHS) and the Community and School Based Behavioral Health (CSBBH) Programs. Additionally, the outpatient track has an increased focus on psychological assessment and diagnostic evaluation. Overall, the outpatient intern receives training in intake and diagnostic assessment, individual, family, and group psychotherapy, multi-disciplinary clinical consultation, psychological/neuropsychological testing, case conceptualization, trauma informed care, supervision, and research.
3. **Outpatient Assessment Clinic:** All three interns receive supervised training in formal psychological and clinical assessment in the agency's outpatient psychological assessment clinic.

Experiential Training Activities

There are eight key training activities an intern can be expected to be exposed to and gain experience during their internship. These include:

1. **Psychotherapy:** Interns are required to conduct psychotherapy on a regular basis with children/adolescents and their families selected based on treatment objectives, special needs, intern interests, or pressing situational adjustment difficulties. Interns may also develop, participate, and conduct groups focused on a variety of issues. Parent education and family therapy are strongly encouraged and form the foundation of all interventions. Participating in multi-disciplinary

teams, designing, and implementing effective treatment interventions are an essential part of the intern's work with their clients. The interns provide consultation to staff in the areas of child and adolescent behavior management, clinical issues, social skills development, and other identified areas. The intern may also provide on-going consultation to cottage managers and clinical care staff in behavior management and group programming.

2. **Psychological Evaluation/Assessment:** Interns plan and conduct comprehensive psychological assessments throughout the year. The evaluations are conducted in the Outpatient clinic as well as the residential program. Interns describe, conceptualize, organize, and plan assessments based on the identified needs of the client. Interns administer cognitive and social-emotional tests as part of the battery. Interns also have an opportunity to expand their testing cases to develop an advanced assessment case.
3. **Clinical Interviewing and Diagnostic Assessment:** Interns are given an opportunity to learn and conduct clinical interviews, develop their diagnostic skills, and write reports with treatment recommendations.
4. **Multi-disciplinary Consultation:** Interns are a participating member of multi-disciplinary treatment teams. In this role, the intern provides consultation to other team members regarding treatment, diagnosis, behavior management, and intervention. Interns collaborate with individuals from many different clinical disciplines.
5. **Crisis Intervention:** Interns are trained in Safe Crisis Management and are expected to demonstrate skills in crisis intervention. Interns are not expected to participate in any type of physical restraint during their training.
6. **Research:** Interns are required to develop and conduct a research project during their internship year, which is completed under faculty supervision. The requirement for research is very flexible and is determined based upon the interns' interests and agency goals. Interns spend approximately 2 hours each week engaged in research. Past projects have focused on restraint reduction, program efficacy, program development, treatment and program outcomes, and the development of new treatment strategies.
7. **Supervised Supervision:** Interns may have the opportunity to supervise master's level trainees in psychological assessment, consultation, and behavioral interventions. Interns are provided supervision of their supervision.

Training Methods

1. Experiential Practice

The SARCC internship adheres to and emphasizes an experiential/practitioner-oriented approach to training. The integration of clinical practice, which includes psychotherapy, assessment, and consultation, is achieved through direct clinical experience, supervision, role modeling, and mentorship by psychologists and other professionals who advocate for practice based on the scientific literature as well as best practice approaches, didactic instruction in seminar and supervision, and additional assigned reading materials. To accomplish the critical tasks of

training interns to become competent professionals, we employ a variety of instruction and training processes.

Interns can gain direct clinical and assessment experience with children and adolescents across multiple settings. The interns are exposed to children who are functioning at a variety of cognitive, emotional, social, and environmental levels. Direct clinical experience includes individual psychotherapy, family counseling/therapy, parent-child interactional therapy, parent management, psychological assessment, observations, and crisis intervention. These experiences are guided, processed, and integrated with information about best practices through supervision, didactic instruction in seminars and conferences, collateral consultation with a multidisciplinary team and their intern peers, in-service presentations on relevant topics, and by reading supplementary materials.

2. Supervision

High quality, ethical, effective, and consistent supervision is the cornerstone of good practice. We believe that the best supervision is conducted in an atmosphere of mutual respect and trust. While each supervisor's style is different, a common thread throughout the supervision process is to enhance intern functioning by emphasizing best practices, utilization of evidence-supported interventions and encouraging the use of common factors underlying empirically supported relationships. While we recognize that supervision entails an evaluative component and is a hierarchical relationship, we strive to promote and maintain a collegial atmosphere. We expect our interns to be active participants in the supervisory dialog and process and open to constructive feedback on their work. Supervision may include case review, videotape, or live supervision. It is important for applicants to know that there may be times when a supervisor may elect to explore an intern's personal issues when the supervisor believes these issues are affecting the therapeutic or supervisory process. The exploration of countertransference and transference dynamics is believed by some supervisors to be an integral aspect of good supervision. In addition to these issues, interns are expected to discuss issues related to their unique cultural heritage and value system as it pertains to clinical practice, ethics, as well as other relevant practice areas. We strongly encourage interns to talk with each supervisor and establish an agreed upon protocol for these and other issues. In cases where differences exist, additional input and consultation can be sought from the Training Director or another supervisor.

Each intern receives a minimum of four hours per week of supervision provided by doctoral level licensed psychologists. Interns receive 2 or more hours each week of individual supervision focused solely on their individual and family therapy clients. Supervision of these cases is extremely thorough due to the intensity and complexity of each case. Each supervisor follows an intern's case through discharge. Interns also receive 1 hour of group supervision each

week. Group supervision is used for didactic training and focuses on child trauma. Interns receive 1 hour a week of supervision for consultation and supervision of supervision and 2 hours of weekly assessment supervision. Outside of the formally scheduled supervision, interns can access supervision as needed. A faculty psychologist is always available. Interns are also encouraged to seek out and obtain additional supervision from professionals in other disciplines and to interact with other school and clinical psychologists in the community.

3. Role Modeling

We strongly believe that interns gain knowledge and skills for competent practice through regular exposure to experienced professionals doing their jobs. In keeping with this modeling approach, every effort is made to have interns work with professionals from a variety of disciplines. This exposes interns to the day-to-day processes of working within complex systems as part of a multidisciplinary team.

4. Didactics

Didactic training is offered to complement the experiential and practical skill and competency development during the training year.

5. Research

Interns are required to participate in an applied research project under the supervision of a faculty member.

6. Professional Development

There are opportunities for the intern to participate in professional development activities. Interns can attend regular meetings of the Northwest Pennsylvania Psychological Association (NWPPA), to attend professional presentations and to be involved in the organization at a level the intern desires. Past interns have also presented at NWPPA meetings and future interns are encouraged to do so as well. SARCC also conducts internal training available to all staff, including interns.

Supervision

- 1. Individual Clinical Supervision: (2 hours/week): (Dr. Linda Fleming, Dr. Brittany Hayden, and Dr. Sallie Richards):** Each intern receives individual supervision for at least 2 hours/week by doctoral level licensed psychologists. Individual supervision provides the intern with the opportunity to advance their skills in providing psychotherapy and counseling to children, adolescents, and their families.
- 2. Assessment Supervision (1 hour/week): Dr. Sallie Richards:** Interns participate in assessment supervision combining direct supervision of assessment activities integrated with didactic activities including assessment training, review of literature, case presentations, and scholarly inquiry emphasizing awareness of professional, ethical, legal, and clinical issues in the practice of assessment. Assessment includes both formal standardized assessment and best practice medical necessity evaluations using clinical interviewing and diagnostic

assessment skills.

3. **Group Supervision (1 hour/wk.): (Dr. Wilson Brown):** Group supervision is a formal opportunity for the doctoral interns to meet and discuss and present cases (regular discussion and formal case presentations), review articles, address interpersonal and systemic issues in the delivery of psychological services with a focus on child trauma.
4. **Supervision of Supervision (1 hour/week):** Dr. Brittany Hayden: Each week the interns meet to discuss their supervision of practicum students, including models of supervision.

Didactic Seminars:

1. **Cultural Competency Seminar (1.5 hours/month): (Mr. Jay Pashupathi, MA, and Mr. Josh Gadley, LPC)**
This seminar focuses on exploring a myriad of individual and group variables that influence the way in which services are provided and received. Specific attention is paid to working with clients of different ethnic, racial, cultural, and socioeconomic groups as well as exploring the interns' own cultural background as a backdrop for clinical work.
2. **Parent-Child Interaction Therapy Seminar (1.5 hours/month): (Ms. Tracey Sampson, MA, LPC and Michael Bloeser, MS, MSSA, LCSW)**
Interns meet with our Level 1 PCIT (Parent Child Interaction Therapy) trainer to become familiar with the research, practice, and implementation of Parent-Child Interaction Therapy.
3. **Child Trauma Seminar (1.5 hours/month): (Dr. Wilson Brown)**
This seminar focuses on didactic and experiential training in working with children who have been traumatized. There are opportunities for discussion, review of the literature, presentations, and videotape consultation.
4. **Family Systems Seminar (1.5 hours/month): (Ms. Jennifer Held, MA)**
The interns become familiar with and responsive to the many ways in which working with children can involve families.

Faculty Profiles

- **Linda M. Fleming, Ph.D., Licensed Psychologist and Associate Vice-President of Psychology Internship Training and Quality Assurance:** Dr. Fleming received her Ph.D. in Counseling Psychology from the University of Pittsburgh and completed her doctoral internship at Allegheny General Hospital in Pittsburgh, PA. With a background in family systems and child abuse, she worked in higher education in various faculty and administrative roles for 20 years. Dr. Fleming oversees the day-to-day operations as well as the vision for the training program and supervises the interns' clinical work in the Residential Treatment program and Outpatient Services.
- **Brittany Hayden, Ph.D., Licensed Psychologist/Certified School Psychologist and Associate Vice-President of Clinical Services:** Dr. Hayden earned her Ph.D. in Counseling Psychology/School Psychology from the University at Buffalo and

completed an APA-accredited internship here at Sarah Reed. She provides individual supervision to the interns at both the psychiatric residential treatment facility and/or the outpatient program and supervises the interns on their supervision of a master's level practicum student. Dr. Hayden has worked in various levels of treatment at Sarah Reed including outpatient behavioral health, psychological testing, partial hospitalization, and residential treatment. Dr. Hayden also does program development and facilitates clinical training initiatives.

- **Sallie Richards, Psy.D., Licensed Psychologist, Supervisor of Psychological Assessment Services, and Assistant Director of Psychology Internship Training:** Dr. Richards earned her Psy.D. in clinical psychology at Marshall University; she completed an APA-accredited internship at Berea Children's Home and Family Services (now named OhioGuidestone). She oversees the psychological assessment clinic at Sarah Reed and conducts psychological evaluations. Specializing in mental health with rural populations, she serves as the psychological consultant for the Community and School Based Behavioral Health Program in Union City. Dr. Richards supervises interns' psychological assessment and provides individual supervision for the intern matched with the Outpatient track.

Adjunct Staff/Faculty

- **Michael Bloeser, MS, MSSA, LCSW:** Mr. Bloeser is the co-leader of the PCIT didactic seminar. He earned an MS in Counseling Education from Gannon University and an MSSA in Social Work from Case Western Reserve University. He currently works as a psychotherapist in the Outpatient Department at Sarah Reed. Mr. Bloeser has been working in the mental health field for 47 years, 15 of those years at Sarah Reed.
- **Wilson Brown, Ph.D., Licensed Psychologist:** Dr. Brown leads the monthly child trauma didactic seminar and weekly group supervision for the interns. He earned his Ph.D. in Clinical Psychology with a Trauma Specialization from the University of Missouri—St. Louis. Dr. Brown is a nationally known expert in the field of child trauma, and he has numerous grants and publications to his name. He is an Assistant Professor of Psychology at Penn State University, The Behrend Campus. He has been working in the mental health field for 12 years.
- **Kirstin Brunner, D.O.:** Dr. Brunner meets with the interns monthly for consultation regarding psychopharmacology and diagnosis. She is a Board-Certified Child and Adolescent Psychiatrist and the Medical Director at Sarah Reed Children's Center. Dr. Brunner earned her medical degree at Philadelphia College of Osteopathic Medicine and has been practicing for 30 years.
- **Josh Gadley, MA, LPC:** Mr. Gadley co-leads the cultural competency didactic seminar for the internship. He earned his master's degree in Counseling at Edinboro University, where he currently serves as an adjunct faculty member. Mr. Gadley is a psychotherapist in the Outpatient Department at Sarah Reed.

He has been working in the mental health field for 10 years, 8 of those years at Sarah Reed.

- **Jennifer Held, MS:** Ms. Held leads the family systems didactic seminar. She earned a Master's in counseling psychology from Gannon University in 1999. She is a child and family therapist for the Psychiatric Residential Treatment program at Sarah Reed. She has been working in the mental health field for 28 years, 25 of those years at Sarah Reed.
- **Jay Pashupathi, MS:** Mr. Pashupathi is co-leader of the cultural competency didactic seminar. He earned his master's degree in Counseling Psychology at Gannon University. Mr. Pashupathi is the Clinical Supervisor of Residential Services at Sarah Reed. He has been working as a therapist for 18 years.
- **Tracey Sampson, MA, LPC:** Ms. Sampson co-leads the PCIT didactic seminar for the internship. She earned her Master's in Clinical Psychology from Edinboro University. Ms. Sampson is the Director of Outpatient Behavioral Health Services at Sarah Reed and is a Level 1 PCIT trainer. She has been working in the mental health field for 25 years.

Doctoral Interns at Sarah Reed:

Our interns have come from many different doctoral programs, including students in school psychology, combined clinical/counseling/school programs, clinical/clinical child, or counseling programs. Over the course of the years, interns have come from the following programs:

- James Madison University (Combined Program)
- University of North Carolina (School)
- University of South Carolina (School)
- University of Iowa (School)
- Gannon University (Counseling)
- University of Florida (School)
- Teachers College at Columbia University (School)
- University of Northern Colorado (School)
- Fielding Institute (Clinical)
- Indiana University (School)
- Argosy University (Clinical)
- Oklahoma State University (School)
- University of Texas-Austin (School)
- SUNY-Buffalo (Combined School/Counseling)
- Loma Linda University (Clinical)
- SUNY Albany (School)
- Duquesne University (School)
- University of Washington (School)

- University of Nebraska-Lincoln (School)
- Texas Women’s University (School)
- Louisiana State University (School)
- University of Wisconsin (School)
- Adler School of Professional Psychology (Clinical)
- Fairleigh Dickinson University (Clinical)
- University of Hartford (Clinical)
- University of Louisville (Counseling)
- DePaul University (Clinical-Child Track)
- Cleveland State University (Counseling)
- University of Denver (School)
- Temple University (School)

Post Internship Employment:

Our interns have been successful at securing employment and post-doctoral work upon completing their internship. While many have moved on to school district positions, we have students who have gone on to academia, mental health settings, and formal post-doctoral training positions. The three 2020-2021 interns secured post-internship employment. Two are employed in post-doctoral training in university settings and one is in a post-doctoral position in a children’s residential setting.

Time Commitment:

This is an intensive full-time, one-year internship training program. The typical workday is 8:30-4:30 pm or 40 hours/week. However, the nature of training may require that interns' workday extends beyond these hours and may include work on weekends. All interns can expect to spend approximately 25% of their weekly hours (10 hours/week) to include face-to-face, direct psychological services. For a more detailed overview of hours, please see the intern training manual for Time Allocations.

Application Considerations and Requirements

Our training program looks to match with doctoral students seeking an internship training experience that emphasizes broad professional practice with children and adolescents who have histories of trauma and persistent emotional and behavioral disorders. Children are seen in a variety of clinical settings.

Please consider the following information when applying to our site.

- Application Due Date: **Friday, November 12, 2021.**
- Positions: Three (3) internship positions are available for 2022-2023.

A. Who Fits Best: Applicant Prior Training Experiences

The doctoral internship participates in and abides by all Association of Psychology Postdoctoral and Internship Centers (APPIC) Match policies. Interns match with the program through the APPIC match process. To apply to the SARCC doctoral internship training program, applicants must have

completed all required graduate coursework in an APA-accredited doctoral program in psychology. We are primarily interested in applicants who demonstrate an educational and training background that is grounded in developing competencies to work with children, adolescents, and families. While our reputation and past focus has been on training interns with backgrounds in school psychology, our ability to offer highly specialized training with children and adolescents who have significant emotional and behavioral disorders and trauma to a broader group of interns has recently become more feasible. As such, we carefully review all applicants who meet the baseline criteria established by the internship.

In addition to the requirements listed above, we expect applicants to have the following:

- Have a foundation in developmental psychology and psychopathology
- Understand ethical issues and their application to professional practice
- Have general knowledge of jurisprudence pertaining to psychological practice
- Have exposure/knowledge of psychiatric diagnosis and nosology
- Have exposure/training in basic interviewing
- Familiar with a broad range of psychosocial interventions including evidence-based practice.
- Have basic counseling skills
- Have experience in consultation and working with multidisciplinary teams
- Understand program evaluation, research design, and statistics
- General exposure to children with emotional and behavioral problems and trauma
- Exposure/Training experiences that highlight a range of therapeutic modalities including individual, family, and group psychotherapy, consultation, and crisis intervention
- Exposure/Training in the integration of theory, research and clinical practice including evidence-based practice and trauma informed care.
- Demonstrate sensitivity, responsiveness, respect, and appreciation of cultural diversity and understanding of the impact of one's own culture on diagnostic and therapeutic processes and to support their development as culturally competent professionals.

Key characteristics of successful interns:

- Applicants who desire to continue to develop their skills in psychotherapy, assessment, crisis intervention, and consultation.
- Applicants who have completed at least three years of practicum/field placement experience including direct experience/practica in psychological assessment, child and adolescent therapy/counseling, and diagnostic and treatment methods.
- Applicants with experience and/or training working with multi-problem families.
- Applicants with interest and experience with children with serious emotional and behavioral disorders as well as trauma and abuse.

B. Application Requirements

1. APA-accredited doctoral program

2. Completion of all academic requirements of the doctoral program by the beginning of the internship.
3. Master's Degree
4. Completion of the on-line AAPI including all required documentation such as transcripts, reference letters, CV, Cover Letter, Essays, and Sarah Reed required supplemental documents.
5. A minimum of at least **500** total hours of combined Direct Intervention Experience and Psychological Assessment Experience.
6. At least 100 Hours of Therapy/Counseling Experience at the doctoral level (may include individual, group, or family)
7. A minimum of at least **50** hours of psychotherapy experience (individual and group) with children and adolescents.
8. **Preferred but not required:**
 - a. Successful Proposal of Dissertation by internship start date
 - b. A minimum of at least **15** integrated reports with children and adolescents)
 - c. Coursework or experience in family counseling/intervention/therapy
 - d. Experience in multidisciplinary consultation

All applicants to our program need to have completed all required graduate coursework in an APA-accredited doctoral program in psychology by the time internship begins.

Materials required for a complete application include:

- Official Graduate Transcripts
- Completed online AAPI Application:
- Curriculum Vitae

PLEASE NOTE

Due to the impact of the COVID-19 crisis, the required hours listed here and in the Training Manual will be suspended for the current application year (2022-2023). All applicants are evaluated based on their experiences reported on the AAPI and are penalized for having fewer intervention and/or assessment hours or integrated batteries if their practicum sites either had reduced or limited client contact or were closed due to the COVID 19 pandemic.

Additionally, employees and interns at Sarah Reed Children's Center are categorized as "essential employees" and are expected to continue to work during a crisis unless other arrangements are made with the Training Director and the Agency.

C. Stipend and Benefits

- Annual Stipend/Salary for Full-time Interns: \$25,688.00

Health Insurance:

Medical and Dental benefits are available to the intern at a reasonable cost. Benefits, if taken, typically begin the first day of the month following the beginning of internship. A written letter of acceptance indicating stipend, benefits, vacation and

holiday leave, and other details of training is provided to candidates offered internships.

- Interns have access to health insurance with a portion paid by the agency and a portion paid by the intern.
- Health insurance is available to family members at additional cost to the intern.
- Health insurance is available to legally married partners
- Health insurance is not available to domestic partners.

Time Off:

- 10 days of paid vacation
- 9 days of paid holiday
- 7 days of paid sick leave
- Extended Leave: We make reasonable attempts to accommodate unpaid leave in circumstances which exceed vacation and sick leave.
- In the event of a medical condition and/or family needs that require extended leave, the program allows reasonable unpaid leave to interns when they exceed their personal time off and sick leave.
- Professional Development Days: Interns may take up to four paid professional development days.

Other:

- Malpractice Insurance: Agency provides malpractice insurance

For its part, Sarah Reed Children's Center provides the doctoral intern with a 12-month, 2000-hour internship training program. The primary goal of this program is to foster and nurture the development of an ethical, responsible, and competent psychologist who holds the values of reflective practice and disciplined scientific inquiry in professional practice of psychology. Sarah Reed Children's Center provides the necessary opportunities, resources (including clerical support from office staff and technical support from IT), supervision, support, and training to ensure that the doctoral intern can effectively carry out her/his responsibilities as outlined. The intern, once matched through the APPIC Match Process, is assigned to either the Residential Treatment Program or the Outpatient Behavioral Health Services Program. This assignment is made in conjunction with the intern after the match.

The Training Director is responsible for the overall integrity, quality, and implementation of the internship program. Pennsylvania licensed psychologists provide internship supervision. Other senior staff members at the agency as well as community resources support the interns to enhance their experiences in a multi-disciplinary setting.

Application Process & Requirements

The Internship utilizes a three-part selection process. First, application materials from eligible candidates are reviewed by the Training Director. Applications that meet basic

requirements are assigned to a second faculty member and a current intern for review. Once reviewed, selected applicants are then invited for a formal interview. In-person and video interviews are available without prejudice. Finally, applicants are ranked in terms of their overall compatibility with our program and assigned to the Match Rank Order List.

The match between the applicant's training and career goals and the internship's training goals and orientation is a primary consideration. In accordance with APPIC guidelines, applicants who are no longer under serious consideration may be notified as soon as possible in the selection process.

1. All Applicants: Complete the following documents as per the APPIC Online

Instructions:

- Current APPIC Application (Online-AAPI)
- Current Resume (Submit On-line)
- Official graduate transcripts (Submit on-line)
- Three letters of recommendation from supervisors and faculty knowledgeable about their academic and clinical work (Submit On-line).

2. Other Information:

- It is the candidate's responsibility to work with recommending persons and transcript offices so that all materials are online by the application deadline.
- Application Deadline: The deadline for all materials to be uploaded to the APPIC on-line website is Sunday, November 20, 2022.
- Interview Notification: Every attempt is made to inform applicants invited to interview prior to November 24, 2022.
- Interview Dates: Interviews begin December 8 and are scheduled on Thursdays through January 19, 2023, except for December 22 and 29.

Sarah A. Reed Children's Center Human Resource Requirements

Psychology interns are accepted according to all APPIC Match policies. However, the internship placement is contingent upon an applicant satisfying certain other eligibility requirements. Prior to internship, an intern applicant accepted through the APPIC Match Process must complete the following:

- Employee Biographic Information Sheet
- I-9 Immigration Form (if applicable)
- Personnel Confidentiality Statement
- Waiver and Release of Liability
- W-4 Form
- Occupational Privilege Tax Form
- Additional Driver Questionnaire
- Pennsylvania Child Abuse History Clearances
- Child Abuse Policy and Acknowledgement Form

- FBI Background Check
- Pennsylvania Criminal History Checks
- ChildLine Background Check
- Act 80 Disclosure Statements
- Job Descriptions (1 for signature/personnel file & 1 for retention by employee)
- Physical Examination Appointment Scheduled
- Agency Orientation Scheduled
- Employment Acknowledgment
- Worker's Compensation Acknowledgment
- Drug Testing Consent

Each applicant must be aware of these policies and procedures prior to applying to us. Once matched with us, you need to satisfy these and any remaining eligibility requirements and complete the hiring process. **If you “fail” the child abuse, criminal, drug testing, or FBI clearances, you will not be permitted to do your internship with us, even though matched to our program.** Should that happen, you may be excluded from the possibility of going elsewhere for the year. In addition, any misrepresentation, misstatement, omission, or distortion about your training, credentials, readiness for internship, professional competence, character, legal, or ethical history may be cause for immediate deselection, dismissal, or termination from the program.

Please Note: Applicants should clearly understand that in addition to the APPIC Match Policies, the selected intern must also meet specific requirements established by Sarah A. Reed Children's Center for all individuals employed by the agency (see below). These include: a drug screen, criminal background checks, and child abuse clearances. An offer to intern with the agency is conditional upon the prospective intern's successfully passing these checks. SARCC pays the cost of any initial drug and alcohol testing that it requires. Additional tests required by SARCC will be paid for by the prospective employee.

The Human Resources Department will work with out-of-state interns to navigate the steps to obtain their clearances in a timely manner. Inability to obtain clearance results by the start of internship, or by the identified renewal date, will result in a delayed start date or unpaid suspension from employment pending the receipt of the clearance results.

Any candidate who has not been a resident in the state of Pennsylvania for at least a year preceding their hire date is required to obtain a Federal Bureau of Investigation Criminal Background Check. This includes a fingerprint card FD-258 with ORI PA920980Z Dept. of Public Welfare, Harrisburg, PA (obtained from HR and completed at a local or state police department) and a money order or cashier's check in the amount of \$24.00 made payable to the Commonwealth of Pennsylvania. The HR department or applicant forwards this to The Department of Public Welfare ChildLine & Abuse Registry Criminal Verification Unit, P.O. Box 8053, Harrisburg, Pa., 17105-8053. This process takes 1-2 weeks. A PA address is required on the application. However, if the fingerprinting process is completed prior to the first day of orientation, that is sufficient.

All prospective employees and interns are notified by the Human Resources Department of the requirement to obtain both Child Abuse and Criminal History Clearances prior to employment with Sarah Reed Children's Center and their obligation to disclose future occurrences. The Children's Center accepts originals of clearances processed within one year of employment. Child Abuse Check Form CY113, "Application for Child Abuse History," must be used to request a child abuse background check and is available through the HR Department. The form is submitted by HR to the Childline and Abuse Registry, P.O. Box 8170, Harrisburg, PA 17105-8170. A money order made payable to the Pennsylvania Department of Welfare (provided by the employee or intern) must accompany the application.

Criminal History Check: Each prospective intern or employee is required to complete a Criminal History Request Form, which is submitted by the Children's Center to process the Act 34 check electronically. The on-line processing fee for this service is \$10.00 and is paid by the candidate in the form of cash or money order. **Act 80 Disclosure Statement:** Prospective employees who complete this form can be hired on a provisional basis for thirty days (ninety days for out-of-state residents). All new employees, regardless of status of their clearance application or original form verification, must complete an Act 80 form. Copies of completed requests for clearances and checks must accompany written attestations that the newly hired employee's criminal check and child abuse clearance will not reflect a founded report of child abuse or conviction of one or more of the following offenses within the last five years: Criminal Homicide, Aggravated Assault, Stalking, Kidnapping, Unlawful Restraint, Rape Statutory Sexual Assault, Involuntary Deviate Sexual Intercourse, Sexual Assault, Aggravated Indecent Assault, Indecent Assault, Indecent Exposure, Incest, Concealing Death of Child Endangering Welfare of Children, Dealing in Infant Children, Prostitution and Related Offences, Relating to Obscene and Other Sexual, Corruption of Minors, Materials and Performance, Sexual Abuse of Children, or an equivalent crime under federal law or the law of another state. If the processed reports reflect any of the aforementioned offenses, the employee may not provide direct care, nor supervise employees who provide direct care, for children/adolescents. During the provisional period, Act 80 mandates that the employee must be within the eyesight of a permanent employee who has secured the requisite clearance and check. In addition, if the clearance/check is not received before, the provisional period expires; the employee may not continue to work with children/adolescents in any capacity. A process for challenging the results of either the FBI clearance or child abuse clearance is outlined in the "Child Abuse and Criminal Record Clearances and Disclosures" policy.

Internship Training Manual

Once interns are matched to our site, you will be asked to read the intern manual carefully (please see the link at the top of this page). In this manual, you will find information that will be helpful to you in successfully completing your internship at SARCC. When internship begins, you will be required to sign a statement, which acknowledges that you have read, understand, and are willing to fully adhere to and

uphold the policies, practices, and protocols of SARCC and the Doctoral Internship in Professional Psychology.