

Sarah Reed Children's Center Doctoral Internship in Health Services Psychology

Sarah A. Reed Children's Center offers a 2000 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.

Sarah Reed Doctoral Internship provides a unique experience to doctoral students through a broad range of experiential and didactic training opportunities. The overarching aims of the Sarah Reed Children's Center's Doctoral Internship in Professional Psychology are:

- 1) To support, facilitate, and guide the professional growth and development of interns to become competent, ethical, and responsible professional psychologists
- 2) Ensure the development of broad and general knowledge, skills, and competencies, applicable to the areas of assessment, intervention, treatment, and consultation when working with children, adolescents, and families.
- 3) Ensure that interns develop practical competency evaluating and using research relevant to the practice of child psychology and an opportunity to conduct applied programmatic research to inform practice at Sarah Reed Children's Center.
- 4) Provide exposure to the knowledge base of supervision and to gain supervised experience in the practice of supervision

Training is organized around a set of guided, sequential, and comprehensive experiential and didactic practices that support and promote the intern's readiness for increasingly autonomous practice. Didactic learning, direct/experiential clinical case practice, school-based 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. The development of these competencies is accomplished using the concepts of exposure, experience, and expertise, in the context of reflective practice and disciplined scientific inquiry.

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

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

If you have any additional questions, please contact:

Eric Schwartz, Psy.D., ABPP

Board Certified in Clinical Child and Adolescent Psychology

Vice President- Clinical Services

Director of Psychology Internship Training

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Application Due Date: November 10, 2017

Internship Mission and Model

The mission of the doctoral psychology internship at Sarah A. Reed Children's Center is to prepare students through training, practice, scholarly inquiry, and role modeling for entry into the field of Health Services Psychology. The internship has a commitment to train psychology interns to act competently, respectfully, ethically and with integrity, providing a broad array of behavioral health and educational services to children, adolescents, and their families.

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, mastery, 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 are able to assume increasingly major clinical responsibilities with appropriate supervisory direction, guidance, role modeling, and support.

The Vice President of Clinical Services and Director of Psychology Internship Training along with the Internship Training Committee and Internship Advisory Council is directly 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 in order to become skilled practitioners.

Internship Training Sites

Doctoral internship training at Sarah Reed Children's Center requires interns to learn to bridge the skills needed to serve children, adolescents, and their families in multiple settings. The Director of Training will make the final decision on the training site for each intern. Interns receive year-long training emphasizing both clinical competencies (psychotherapy, clinical consultation, and case conceptualization) and school psychological competencies (psycho-educational assessment, classroom and school-based consultation, and direct and indirect intervention).

1. Psychiatric Residential Treatment Program/Residential Campus School: Two interns are assigned for 3 days/week (60%) at Sarah Reed Psychiatric Residential Treatment Program (PRTF). The interns assigned to this site receive specialized training with children from 5-18 who have serious emotional and behavioral disorders and complex trauma. The interns receive supervised training in diagnostic assessment, individual child psychotherapy, family counseling/therapy and consultation, case conceptualization, trauma informed care (Sanctuary), multi-disciplinary clinical consultation, crisis intervention, and research. In addition, the two interns will receive training and supervision in assessment and consultation.

2. Millcreek Township School District: The two interns assigned to the Psychiatric Residential Treatment Program will also be assigned to a regular district public school site for two days each week (40%). The actual school (elementary, middle, high) will depend on the needs of the district and when possible, the training interests of the intern. Each intern will function under the general supervision of a doctoral level licensed psychologist and certified school psychologist. The supervised training in this setting will include extensive experience in psycho-educational assessment, behavioral and classroom consultation, consultation with school personnel, families, and other professionals, individual counseling, and crisis intervention. Millcreek Township School District is a suburban school district serving Millcreek Township. You may visit the website to view specific information about the district.
www.edline.net/pages/mtsd

3. Integrated Partial Hospitalization Program at the Hamilton Campus: Our third intern will be assigned 5 days/week to our Integrated Partial Hospitalization Program. The intern assigned to this site will receive specialized training with children (3-18 years). The intern assigned to the partial program will be in there five days/week. The intern will be able to work with children across partial hospitalization programs (e.g. Preschool, School-age, Adolescent, and Acute). The intern will receive training in intake and diagnostic assessment, conducting child psychotherapy, family counseling and consultation, group therapy, case conceptualization, trauma informed care, multi-disciplinary clinical consultation, crisis intervention, and research. He/she will also have opportunity to engage in on-site classroom consultation including direct intervention and indirect intervention overseeing our specialized Rtl program.

Experiential Training Activities

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

1. **Psychotherapy:** Interns will be required to conduct psychotherapy on a regular basis with children/adolescents and their families selected on the basis of 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 on multi-disciplinary teams and designing and implementing effective treatment interventions are an essential part of the intern's work with their clients. The interns will 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 teachers and support staff in classroom management and educational programming.
2. **Psychological and Psycho-educational Evaluation/Assessment:** Interns will plan and conduct comprehensive psycho-educational and/or psychological assessments throughout the year. The evaluations will be conducted in school districts as well as the residential program. Interns will be expected to describe, conceptualize, organize, and plan assessments based on the identified needs of the client. Interns will be expected to administer cognitive, achievement, and social-emotional tests as part of the battery. Interns will also have an opportunity to expand their testing cases to develop and advanced assessment case.
3. **Clinical Interviewing and Diagnostic Assessment:** Interns will be given an opportunity to learn and conduct clinical interviews, develop their diagnostic skills, and write reports with treatment recommendations.
4. **Multi-disciplinary Consultation:** Interns will be a participating member of multi-disciplinary treatment teams. In this role, the intern will provide consultation to other team members regarding treatment, diagnosis, behavior management, and intervention. Interns will collaborate with individuals from many different clinical disciplines.
5. **Crisis Intervention:** Interns will be trained in Safe Crisis Management and will be expected to demonstrate skills in the area of 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 program evaluation oriented research project during their internship year. They may do so independently, with faculty, or with another intern. The requirement for research is very flexible and will be tailored to meet the interests of the intern when possible. Interns can spend up to 2 hours each week engaged in research. Past intern projects have typically focused on program efficacy, program development, treatment and program outcomes, and the

development of new treatment strategies. The specific project will be determined based upon the interns' interests and goals of the agency.

7. **Supervised Supervision:** Interns may have the opportunity to supervise masters level trainees in psycho-educational assessment, consultation, and behavioral interventions. Interns will be given supervision of their supervision.
8. **In-Service Training:** Interns will be required to conduct in-service didactic training for our agency training department.

Training Methods

1. Experiential Practice

Sarah A. Reed Children's Center 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. In order to accomplish the critical tasks of training interns to become competent professionals, we employ a variety of instruction and training processes. Interns will be able to gain direct clinical and assessment experience with children and adolescents across multiple settings. The interns will be exposed to children who are functioning at a variety of cognitive, emotional, social, and environmental levels. Direct experience will include individual psychotherapy, family counseling/therapy, parent-child interactional therapy, parent management, psycho-educational assessment, classroom observations, functional behavioral assessments, and crisis intervention. Direct clinical experience is 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 impacting

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, it is expected that interns will be able 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 Director of Training or another supervisor.

Each intern receives a minimum of four hours per week of supervision provided by doctoral level licensed psychologists. Interns will receive 2.5 hours each week of individual supervision focused solely on their residential therapy clients. Supervision of these cases is extremely thorough due to the intensity and complexity of each case. Each supervisor will follow and intern's case through discharge. Interns will also receive 1.5 hours of group supervision each week. Group supervision is used for didactic training, reflection on intern experiences, and clinical case presentations. Interns will also receive up to 1 hour of supervision each week in their respective school district placements. Outside of the formally scheduled supervision times, interns are able to access supervision as needed. A faculty psychologist is available at all times. 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 will be made to have interns work with professionals from a variety of disciplines. This enables the intern to become exposed to the day to day processes of working within complex systems as part of a multidisciplinary team.

4. **Didactics:**

Didactic training will be 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 the Assistant Director of Internship Training/ Director of Quality Assurance/Quality Improvement.

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. Sarah A. Reed Children's Center also conducts internal training available to all staff, including interns.

2017-18 Supervision and Didactic Seminars

- 1. Individual Clinical Supervision: Sarah Reed Children's Center (2.5 hours/week): (Dr. Eric Schwartz, Dr. Laura Amoscato, Dr. Brittany Hayden)**

Each intern receives individual supervision for at least 4 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. Individual Supervision: Millcreek Township School District:**

Interns placed in the MTSD will receive 1 hour of supervision weekly by site-based certified school psychologists and 2 hours/month of group supervision by district licensed psychologist.
- 3. Group Supervision: Millcreek Township School District: Dr. Kim Quirk:**

Interns placed in the Millcreek Township School District will receive 1 hour of group supervision, 2 times/month.
- 4. Assessment Didactic and Supervision(3 hours/month): Dr. Brittany Hayden and Mr. Anthony Bostaph**

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.
- 5. Consultation Supervision (1 hr/week): Dr. Laura Amoscato**

Dr. Amoscato will provide group supervision of intern consultation activities. This will include the Partial RtI supervision and the RTF unit supervision.
- 6. Group Supervision (1.25 hours/wk): (Dr. Eric Schwartz and Dr. Laura Amoscato)**

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, engage in self-care activities, and provide a forum for managing the role of intern.
- 7. Group Didactic Seminar (1 hour/wk): Dr. Eric Schwartz and Dr. Laura Amoscato**

Group didactic and supervision function as complimentary activities. The didactic focuses on key clinical training issues that typically emerge in group supervision, such as but not limited to ethics, supervision models, case formulation, the Sanctuary Model of Trauma Informed Care, and program evaluation and applied research.
- 8. Cultural Competency Seminar (1.25 hours/month): (Mr. Jay Pashupathi)**

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.

9. Parent-Child Interaction Therapy Seminar (1.25 hours/month): Tracey Sampson, MA, LPC and Michael Bloeser, LCSW

Interns will meet with PCIT trainers to become familiar with the research, practice, and implementation of Parent-Child Interaction Therapy.

10. Child Trauma Seminar (1.25 hours/month): (Dr. Wilson James)

This seminar focuses on didactic and experiential training in working with children who have been traumatized. There will be opportunities for discussion, review of the literature, presentations, and video-tape consultation.

11. Family Systems Seminar (1.25 hours/month): (Dr. Adrienne Dixon)

The interns will meet with Dr. Dixon and become familiar with and responsive to the various ways in which working with children can involve families.

Doctoral Internship Faculty

Training/Supervisory Faculty:

Eric Schwartz, Psy.D. ABPP, Licensed Psychologist; Board Certified in Clinical Child and Adolescent Psychology: Vice President of Clinical Services and Director of Psychology Internship Training (Full Time). Dr. Schwartz has been the Director of Psychology Internship Training at Sarah Reed for more than 14 years. Dr. Schwartz is responsible for the day to day management of the internship and provides individual and group supervision. He has an interest in attachment, trauma, child psychotherapy, and organizational change.

Laura Amoscato, Ph.D., Licensed Psychologist and Assistant Director of Psychology Internship Training/Director of QA/QI (Full Time): Dr. Amoscato is joining the staff of Sarah Reed Children's Center as the Assistant Director of Psychology Internship Training and the Director of our QA/QI program. Dr. Amoscato has worked extensively with children, adolescents, and families. She has experience in schools and in mental health settings. Dr. Amoscato will be supervising intern's clinical work as well as conducting a seminar and coordinating the research project..

Brittany Hayden, Ph.D., Licensed Psychologist and Certified School Psychologist (Full Time): Dr. Hayden currently provides supervision for the doctoral interns psychological and psycho-educational assessments conducted as part of their training in assessment at the residential campus school.

Kim Quirk, Psy.D. Licensed Psychologist, Certified School Psychologist-Millcreek Township School District: Dr. Quirk supervises the two doctoral interns in the Millcreek Township School District. Dr. Quirk works closely with the interns to integrate them into their school settings enabling the interns to develop their competencies as school psychologists.

Maryann DeSarro, MA., Certified School Psychologist-Millcreek Township School District:

Ms. DeSarro provides site supervision for the doctoral intern who is assigned to Chestnut Hill Elementary School. Ms. DeSarro has many years of experience as a school psychologist and has been providing site supervision for the doctoral interns for the past 3 years.

Diana Orloff: MA., Certified School Psychologist-Millcreek Township School District:

Ms. Orloff provides site based supervision for the doctoral intern in the Millcreek Township School District.

Anthony Bostaph, MA, Licensed Psychologist: Mr. Bostaph is a full time supervisor in our outpatient behavioral health department. He leads the intern Professional Seminar and teaches/supervises the interns best practice medical necessity evaluations.

Adjunct Training Faculty:

Adrienne Dixon, Ph.D.: Associate Vice President of Residential Treatment and Community

Support Services. Dr. Dixon has been at Sarah Reed for more than 20 years. She is a licensed Marriage and Family therapist. Dr. Dixon provides adjunct supervision to the interns assigned to the Residential Program, and she leads the Family Systems Seminar.

Wilson J. Brown, Ph.D. Assistant Professor of Clinical Psychology, Pennsylvania State

University, Behrend Campus: Dr. Wilson specializes in the treatment of individual with histories of trauma exposure. He conducts the Child Trauma Seminar

Jay Pashupathi, M.A.: Mr. Pashupathi is a full-time therapist in the Psychiatric Residential Treatment Program and co-leads the intern seminar on Cultural Competency.

Kirsten Brunner, DO, FAAP, FAPA, Medical Director, Child and Adolescent Psychiatrist:

Dr. Brunner meets monthly with the interns to discuss and consult on cases and provide didactic information on child and adolescent psychopharmacology.

Internship Admissions, Support, and Initial Placement Data

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 clinical as well as school and alternative school settings.

The following bullets are information to be used by applicants to consider when applying to our site.

-)] **Application Due Date: Friday, November 10, 2017.**
-)] Positions: Three (3) internship positions are available for the 2017-2018 internship training year.
-)] Annual Stipend: Interns will receive an annual stipend of \$24,582 dollars.

A. Specific Requirements

We require students to have documented training and direct experience in at least the following areas:

- 1) Child psychotherapy/counseling
- 2) Psycho-educational and Psychological Assessment

B. General Requirements for Application

Sarah Reed Children’s Center participates in and abides by all APPIC match policies. All matches to the internship training program occur in the context of the APPIC match process. When deciding if the Sarah Reed Children’s Center internship training program is right for you, please consider the following information. All applicants to our program will need to have completed all required graduate coursework in an APA accredited doctoral program in psychology by the time internship begins. It is preferable, but not required, that the applicant’s doctoral degree program be in School Psychology. However, active and full consideration will also be given to applicants from APA-approved programs in Clinical, Clinical Child, Counseling or Combined Psychology programs (where school psychology is integral to the combined program), who have supervised experience in school or school- based settings.

C. Contact Hours

Specific and separate requirement for “Total Direct Contact Intervention Hours and Assessment Hours	NO
We require the following to fully review an application:	Total Direct Intervention and Assessment Hours = 400
Within the 400 total hours, in order to be competitive interns should have the following (Minimum):	50 hours of Face to Face Counseling Experience <u>AND</u> 10 integrated batteries

D. Other Minimum Criteria:

- 1) **Clinical Child, Clinical, or Counseling Psychology Doctoral Students:**
 -)] Must have a master’s degree in the mental health field

-) At least one letter of recommendation from a supervisor who directly supervised the applicant in psycho-educational assessment and can attest to the intern's competency in psycho-educational assessment.
-) Experience in a school or school-based setting

E. Benefits

Annual Stipend/Salary for Full-time Interns:	\$24,582.00
Access to Medical Insurance:	YES
Trainee Contribution to cost required	YES
Coverage of family member (s) available	YES
Coverage of legally married partner available	YES
Coverage of domestic partner available	NO
Hours of Annual Paid Personal Time-Off (PTO and/or Vacation):	56 hours
Hours of Annual Paid Sick Leave:	56 hours
In the event of a medical condition and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns in excess of personal time off and sick leave?	YES

Time Off:	
)	7 days of paid vacation
)	9 days of paid holiday
)	7 days of paid sick leave
)	Extended Leave: Reasonable attempts will be made to make accommodations for unpaid leave in circumstances which are in excess of vacation and sick leave.
)	Professional Development Days: Interns may take up to 2 paid professional development days.
)	Malpractice Insurance: Agency provides malpractice insurance

Other Benefits: Medical and Dental benefits are available to the intern at a reasonable cost. Benefits, if taken, will 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 internship.

For its part, Sarah Reed Children's Center will provide 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 will provide 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 Sarah Reed Children's Center

Psychiatric Residential Treatment Program and Campus School and the Millcreek Township School District or the Sarah Reed Children's Center Integrated Partial Hospitalization Program at the Hamilton Campus. This assignment is made in conjunction with the intern after the match.

The Vice President of Clinical Services/Director of Psychology Internship Training is responsible for the overall integrity, quality, and implementation of the internship program. Pennsylvania licensed psychologists and/or certified school psychologists provide internship supervision. Other senior staff members at the agency as well as community resources are provided to the interns in order to enhance their experiences in a multi-disciplinary setting.

General Time Commitment:

This is an intensive full-time, one year internship training program. The typical workday is 8:30-4:30 pm. However, the nature of training may require that interns' work-day extend beyond these hours and may include work on weekends. All interns can expect to spend approximately 25-30% of her/his time in clinical activities, 20-25% in assessment and other school-based/related activities, 20% in consultation, 5% in research, and 20% in supervision and didactic activities

General and Broad Incoming Intern Expectations:

o Completed at least 400 hours of combined training in assessment and intervention.
o Practicum experiences working with children, adolescents, and families.
o Basic foundation in developmental psychology and psychopathology
o Understand ethical issues and their application to professional practice
o Have general knowledge of jurisprudence pertaining to psychological practice
o Have exposure/knowledge of psychiatric diagnosis and nosology
o Have exposure/training in basic interviewing
o Familiar with a range of interventions including evidence-based practice.
o Have basic professional communication skills
o Have basic counseling skills
o Have experience in consultation and working with multidisciplinary teams
o Understand program evaluation, research design, and statistics
o General exposure to children with emotional and behavioral problems and trauma
o Exposure/Training with a range of therapeutic modalities including individual, family, and group psychotherapy, consultation, and crisis intervention
o Exposure to different systems of care, in schools and mental health settings
o Exposure/Training in the integration of theory, research and clinical practice including evidence-based practice and trauma informed care.
o 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:

○ Students who desire to continue to develop their skills in psychotherapy, assessment, crisis intervention, and consultation.
○ Students who have completed at least three years of practicum/field placement experience including direct experience/practica in psycho-educational assessment (at least 10 integrated batteries), child and adolescent therapy/counseling, and diagnostic and treatment methods.
○ Students who have direct experience working in schools providing teacher consultation, psycho-educational assessment, and group counseling.
○ Students who have experience and/or training working with multi-problem families.
○ Students who have interest and experience with children with serious emotional and behavioral disorders as well as trauma and abuse.

Previous Intern Doctoral Programs

- University of Kentucky (School Psychology)
- James Madison University (Combined Program)
- University of North Carolina (School Psychology)
- University of South Carolina (School Psychology)
- University of Iowa (School Psychology)
- Gannon University (Counseling Psychology)
- University of Florida (School Psychology)
- Teachers College at Columbia University (School Psychology)
- University of Northern Colorado (School Psychology)
- The Fielding Institute (Clinical Psychology)
- Argosy University (Clinical Psychology Program)
- Oklahoma State University (School Psychology Program)
- University of Texas-Austin (School Psychology)
- State University of New York at Buffalo (Combined Counseling and School Psychology program)
- State University of NY at Albany
- Texas A & M (School Psychology)
- Ball State (School Psychology)
- University of Indiana (School Psychology)
- Michigan State (School Psychology)
- Georgia State University (School Psychology)
- Duquesne (School Psychology)
- Alfred University (School Psychology)
- Texas Women's University (School Psychology)
- University of Nebraska-Lincoln (School Psychology)
- Temple University (School Psychology)
- 2016-17: Duquesne University (School Psych), SUNY Buffalo (Combined School/Counseling, and Louisiana State University (School Psychology).
- 2017-18: Louisiana State University (School Psychology); University of South Carolina (School Psych) & University of California (Combined School/Clinical/Counseling).

Post Internship Employment:

Our interns have been very 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 current interns, who completed their training on July 28, 2017, have all secured post-internship employment. Two will be employed in post-doctoral settings and one is moving into an academic teaching position with additional clinical responsibilities.

Initial Post-Internship Positions

Total # of Interns in 3 Cohorts (2012-2015)	9
Total # of Interns not seeking employment because they returned to complete 1 degree	0
Setting	PD EP
Community Mental Health Center	1 2
Academic University/Department	2
School District/System	2
Independent practice setting	0
Not currently employed	0
Other (Private, non-profit mental health agency)	1

Application Requirements

1) Applicants must have a minimum of 400 combined AAPI Direct Contact Intervention and Assessment hours at the doctoral level.

-) Applicants should have at least **50 hours** of direct face to face psychotherapy and/or counseling experience with children and families
-) Applicant should have at least 10 integrated assessment batteries.

2) School Psychology Students:

For students considering applying to our site, we are looking for students who want to move beyond narrowly defined roles. For example, we find that school psychology students who want to blend traditional and non-traditional experiences do well in our training program. Think of yourself more as a "Psychologist" who works in the schools and mental health settings as opposed to a School Psychologist who only works in schools. We **strongly prefer** students from school psychology programs that already hold a Master's Degree in School Psychology and have completed their internship in a school setting.

3) Clinical/Clinical Child/Counseling Students:

For students applying to Sarah Reed from these programs, it is required that your AAPI document supervised training and/or experience providing psycho-educational and/or academic assessment services in a school or school-type of setting (e.g. a partial hospitalization program). Your application must clearly indicate that you have experience conducting psychological testing that is being used for the purposes of clarifying a child's educational status or classification.

-) **Must have a master's degree.**
-) Must clearly demonstrate training in psycho-educational assessment in a school or school-type of setting (**See next bullet**).
-) Must have at least one letter of recommendation from a school psychologist who provided direct supervision to the applicant.

Application Process

The Internship utilizes a three-part selection process.

-) Application materials from eligible candidates are reviewed and evaluated by the Director of Training.
-) Acceptable applications are assigned to a second faculty member for review.
-) Once reviewed by the Director of Training and a second faculty member, selected applicants will then be invited for a formal interview.
-) In-person interviews are highly recommended however, in some limited situations, we will allow phone interviews.
-) Finally applicants are ranked in terms of their overall compatibility to 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 but no later than ten days prior to the Rank Order List submission deadline.

All Applicants: Complete the following documents per the APPIC 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).

Supplementary Materials: All supplemental materials must be submitted as per APPIC.

-) **Psycho-educational/Psychological Assessment:** A copy of a psycho-educational or psychological evaluation of a child including cognitive and achievement testing. Please make sure that all identifying information is redacted. The report must also include the name and if possible the signature of the supervising psychologist. (Submit On-line)
-) **Clinical Treatment Summary:** This summary should reflect your work in counseling or therapy with a child and with the child's family. The summary must demonstrate the intern's ability to conceptualize a case involving a child. Please make sure all identifying information is redacted to protect the client's confidentiality. The report must include the name and if possible the signature of the supervising psychologist. (Submit on-line).
-) **Application Deadline: Friday, November 10, 2017.**
-) Interview Notification: Every attempt will be made to inform applicants invited to interview prior to November 22, 2017.
-) Interview Dates: Interviews are tentatively scheduled for 12/14 or 12/15; 1/4/18 or 1/5/18, 1/11/18 or 1/12/18 and possibly 1/18/18.

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 any additional questions, please contact:

Eric Schwartz, Psy.D., ABPP

Vice President-Clinical Services and Director of Psychology Internship Training

Sarah A. Reed Children's Center

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Accredited by the American Psychological Association 750 First Street NE Washington, D.C., 20002-4242: Commission on Accreditation: (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

Sarah Reed Children's Center Human Resource Requirements

Psychology interns are accepted according to all APPIC Match policies. In addition, the internship placement is contingent upon an applicant satisfying certain other eligibility requirements. An intern applicant accepted through the APPIC Match Process must, prior to beginning internship have completed 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

To do all this before the APPIC Match with 30-50 applicants would be logistically prohibitive, and could not be done in time to submit rankings. Thus, each applicant must be aware of these policies and procedures prior to submitting an application to us. Once

matched with us, you will be asked 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 may not be permitted to do your internship with us, even though matched to our program, and might also therefore 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 Reed Children's Center for any and 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 specifically conditioned on the prospective intern’s successfully passing these checks. Sarah Reed Children's Center will pay the cost of any initial drug and alcohol testing that it requires. Additional tests the prospective employee requests will be paid for by the prospective employee.

Furthermore, any candidate who has not been a resident in the state of Pennsylvania for at least a year preceding their hire date will be 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 will forward this to The Department of Public Welfare ChildLine & Abuse Registry Criminal Verification Unit, P.O. Box 8053, Harrisburg, Pa., 17105-8053.

All prospective employees and interns will be 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 will accept 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 will be submitted by HR to the Child-line 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 will be required to complete a Criminal History Request Form which will be 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 will be paid by the candidate in the form of cash or money order. **Act 80 Disclosure Statement:** Prospective employees who complete this form are able to 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.

In addition, there may be additional requirements and costs associated with placement in the Millcreek Township School District.

Internship Manual

Once interns are matched to our site, you will be asked to carefully read the intern manual. In this manual, you will find information that will be helpful to you in successfully completing your internship at Sarah Reed Children's Center. Included in this manual are the goals and objectives as well as competencies addressed by the internship training program. 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 Sarah Reed Children's Center and Sarah Reed Children's Center Doctoral Internship in Health Services Psychology.

Click below for Internship Manual



[Internship Manual](#) (707 KB)

Links

[Student Suicide & Depression Awareness Guide](#)
[APA Office of Program Consultation and Accreditation](#)
[American Psychological Association](#)
[Association of Psychology Postdoctoral and Internship
Centers](#)
[Center for Mental Health Services](#)
[National Child Traumatic Stress Network](#)
[NASP](#)
[Pennsylvania Department of Education](#)
[National Alliance for Mentally Ill](#)
[National Registry of Evidence Based Practice
Psych. Web Resources](#)
[Educational Law Center-PA](#)
[Association of State and Provincial Boards of
Psychology](#)
[Sandra Bloom/Sanctuary](#)
[Division 53](#)
[National Association of Counsel for Children](#)
[Pennsylvania Community Providers Association](#)