



ASPIRE HEALTH ALLIANCE INTERNSHIPS

OVERVIEW OF INTERNSHIP PROGRAM

The goal of Aspire Health Alliance’s Clinical Internship Program is to prepare doctoral-level psychology students for applied clinical work in community-based multidisciplinary settings.

To ensure that we deliver the best of care, we recruit and train the finest talent. Since 1963, there has been an American Psychological Association (APA) Accredited Doctoral Internship in Clinical Psychology in place at Aspire Health Alliance (formerly South Shore Mental Health Center, Inc.). The program’s model is that of a Practitioner Scholar. Its overarching goal is to prepare psychologists for applied clinical work in community-based multidisciplinary settings. This is accomplished through clinical supervision of direct service, didactic experience, and exposure to multiple service delivery systems in a managed care environment. Research and practice are integrated through the distribution and discussion of journal articles and other writings highlighting research contributions to the practice of psychology. This occurs in case presentations, seminars, and supervision.

The training faculty is made up of psychologists, social workers, nurses, and psychiatrists from Aspire Health Alliance and our allied training sites. Our staff teaches through seminars and direct supervision. Our supervisors encompass a wide range of theoretical orientations, with expertise in case conceptualization and integrative interventions drawing on psychodynamic, internal family systems (IFS), cognitive-behavioral, family systems, trauma- informed, attachment, and humanistic theories.

This year we will be training six doctoral psychology interns. Two interns will be in the Adult track and four will work with children, adolescents, and their families. The Internship Program is divided into three distinct tracks, each of which has an outpatient placement at Aspire’s clinic in Braintree and a secondary placement. These training options are described in further detail below, and include the (A) Child/Adolescent (B) Early Childhood and (C) Adult tracks. Additionally, interns complete a weekly shift for 3 months with our Crisis Team, which provides in-home, community, and hospital ER-based psychiatric evaluations, level of care determinations, and treatment to support and stabilize children, teens, and adults who are at risk of harming themselves or others.

All interns are required to complete a minimum of 5 testing batteries with integrated reports in order to graduate from the internship program. Projective testing experience (Rorschach training preferred) is necessary in all internship positions, but there is a greater emphasis on projective batteries at the McLean ART secondary placement.

The due date for the application is **November 5, 2024**. If you have any further questions, please contact Emily Adkins, Psy.D., Director of Graduate Student Training, at eadkins@aspirehealthalliance.org.

PSYCHOLOGY INTERNSHIP REQUIREMENTS FOR COMPLETION

1. Successful clinical work in each of two (2) half-time placements as determined by supervisors. Direct service time of at least 25% (APA minimum requirement) and not to exceed 40% (the program's aspirational goal). Interns will receive monthly feedback about these goals as the year progresses. A minimum of 370 direct service hours are required for the outpatient placement. Evening availability 2 days a week is also required at the outpatient placement.
2. Attendance and active participation in all mandatory seminars as determined by seminar leaders.
3. Successful completion of a minimum of five (5) psychological testing batteries and corresponding written reports as determined by testing supervisors.
4. Successful demonstration of ability to produce a relevant research product and ability to communicate findings and implications of this research as determined by supervisors and/or training staff.
5. Successful navigation of the program's evaluative system, including the Individual Learning Plan, Supervisors and Intern Conference, Mid-Year Evaluation, and Final Evaluation. These documents are found in the Intern Handbook.
6. Active participation in the evaluation of the training program by completing supervisor and seminar evaluations during the training year.

SEMINARS

A variety of required and optional seminars are offered to interns during the training year. Required seminars for all interns include Psychological Testing, Professional Issues, Cultural Curiosity, Supervision and Consultation, and either Child or Adult Clinical Seminar. The clinical seminars routinely include material on individual, group, and family therapy, as well as multicultural competence. In addition, a variety of brief and extended workshops and seminars are offered on issues of topical interest, such as psychological trauma, learning disabilities, play therapy, substance abuse/dual diagnosis, psychopharmacology, physical and sexual abuse, adoption, licensure and more.

EVALUATIONS

Interns are evaluated twice during the course of the training year to assure that their individual training goals are being met, as well as to ensure the fulfillment of their responsibilities to the various placements. Interns also have the opportunity to provide written evaluations of their supervisors, seminars, Training Director and the overall training program.

STIPEND AND BENEFITS

The internship carries a stipend of \$39,520 along with the option of health and dental insurance coverage. (Specific costs to interns vary with plan selected.) There are nine (9) paid holidays, five (5) days of sick time, and twelve (12) days of paid time off for professional development, vacation, or personal time. In the event of a medical condition and/or family needs that require extended leave, an intern would have access to reasonable unpaid leave as needed. Upon returning from the agreed upon leave, the intern would be expected to extend the hours of their internship to meet the 1960 hours of internship training required for licensure in many states.

POLICIES AND PROCEDURES

The internship program policies and procedures are in the Intern manual, may be downloaded from our website or printed copy upon request.

STAFF

Mental Health services are provided by a staff of more than 500 full – and part-time employees. Professional staff includes psychologists, psychiatrists, social workers, clinical nurse specialists, special education teachers, speech therapists, occupational therapists, and outreach workers. The multidisciplinary environment provides an ideal climate for training, which has always been a priority at Aspire Health Alliance. In addition to our APA accredited internship program for doctoral psychology students, clinical training in social work practice is offered. Affiliations are maintained with a number of local colleges and universities with schools of social work.

INTERVIEWS

For the doctoral psychology internship program, completed applications are due no later than **November 5, 2024** and will be reviewed by a panel of training supervisors. If you wish to apply to our internship for the 2024-2025 year, please complete the AAPI online application, including a cover letter, CV, graduate transcripts, redacted testing report, three letters of reference, and our Supplemental Application Form (available on our website). In your cover letter, please let us know which of our tracks and secondary placements are of interest to you and about your interest in training in a community mental health setting.

Applicants are selected for interviews based upon whether there is a good match between Aspire Health Alliance's programs and the students' training and experience. Applicants selected for interviews will be notified by email by **December 7, 2024**.

There are two interview days for adult track applicants and another two days for the child/adolescent and early childhood tracks. Each interview day includes opportunities to meet internship supervisors, staff, and current interns in both formal and informal meetings, as well as structured group and individual interviews. Candidates should plan to be available from 9:00 am until 2:30 pm for interviews.

OVERVIEW OF TRAINING TRACKS

Training in the doctoral psychology internship program involves one of three tracks, Child/Adolescent, Early Childhood, or Adult. Each track includes a primary outpatient placement and a secondary placement in a different service. Half of an intern's time is spent at the primary placement each week and the remainder is spent at the secondary site.

A. Child/Adolescent or B. Early Childhood

For interns in the Child/Adolescent and Early Childhood tracks, the primary placement is located at the Aspire Health Alliance outpatient clinic at 1501 Washington St., Braintree, MA.

- A. For the interns in the Child/Adolescent Track, outpatient clinical work will focus on providing individual therapy to clients aged 5-18 and parent guidance/family interventions as needed. One Child/Adolescent intern will complete their secondary rotation at the Adolescent Acute Residential Treatment (ART) Program at McLean Hospital SouthEast in Middleborough, MA. The other two Child/Adolescent secondary placements are at South Shore Educational Collaborative in Hingham, MA. (One intern in the elementary/middle school program and the other intern at an adjoining high school programs.
- B. For the intern in the Early Childhood Track, outpatient clinical work will be primarily with 3-10 year-olds. The Early Childhood track is being funded by a generous grant from the John and Geraldine Weil Memorial Foundation. The secondary placement for the Early Childhood track will be at Aspire Health Alliance's Step One Early Intervention Program in Quincy, MA, working with infants to three year-old's and their caregivers.

C. Adult Outpatient/Inpatient

The primary placement for the adult outpatient track is also at Aspire's Braintree clinic. Secondary placements are 6 months each on the inpatient adult unit and partial program at McLean Hospital SouthEast in Middleborough, MA.

PRIMARY PLACEMENT – ASPIRE HEALTH ALLIANCE, WASHINGTON STREET, BRAINTREE

The Primary Placement for all doctoral psychology interns is at the Aspire Health Alliance clinic on Washington Street, Braintree, MA.

Aspire Health Alliance's clinic is located at 1501 Washington Street in Braintree, MA. Aspire Health Alliance is a multidisciplinary community mental health center that provides outpatient services for thousands of residents of the South Shore. Aspire Health Alliance is committed to employing a variety of evidence-based practices such as ARC, TF-CBT, and EMDR. We are especially interested in the evidence-based treatments that feature direct and immediate client feedback and emphasize the core common factors that are known to bolster the therapeutic alliance. Aspire is committed to providing mental health services that meet the needs of our local community.

For interns in the Child/Adolescent and Early Childhood tracks, clients served are children age three and older, adolescents, and their families. The goal of the clinic is to promote and maintain the mental health of children, adolescents, and their families through the treatment of emotional and behavioral disturbance. Services include diagnostic evaluation, individual, couple, and family therapy, psychological testing, and psychiatric evaluation/medication. Consultation and education about prevention, availability of services and clinical procedures to schools, courts, police, and other agencies is also available.

For interns in the Adult track, clients served are adults of all ages who have short-term, and sometimes long-term psychiatric, emotional or interpersonal problems. Other adult clients may present with substance use disorders; anxiety or depression; behavioral, relationship, vocational or academic problems; or past or current trauma or abuse problems. Services include diagnostic evaluation, referral, psychological testing, individual, couple and family therapy, and psychiatric evaluation/medication.

SECONDARY PLACEMENTS

A1. McLean SouthEast Acute Residential Treatment (ART)

The McLean ART is a 22 bed short-term (1-2 weeks) co-ed residential program serving teens with a wide range of serious psychiatric problems. Residents typically have a complex combination of individual impairment, family challenges, and system needs. Treatment is intense, and includes milieu treatment (DBT based psychoeducational, with numerous group therapies included), individual and family therapy, psychiatry and case management. During their 20 hour per week placement interns manage a caseload of 2 cases and are responsible for all aspects of treatment. Interns typically lead 2 groups per week, and administer between 6 and 10 psych testing batteries a year. Interns receive a minimum of one hour of individual supervision, separate supervision for testing, with no less than 2 hours of supervision per week. For more information on the McLean Southeast ART Program visit <https://www.mcleanhospital.org/treatment/adolescent-art>.

A2. South Shore Educational Collaborative

South Shore Educational Collaborative is a therapeutic day school located in Hingham, MA. The 20-hour-per-week placement is either in the Quest Program, which serves the elementary/middle school population, or in the two high school programs (Careers and South Shore High). SSEC serves students with social, emotional, and behavioral needs. Students present with a wide range of diagnoses and clinical presentations, including high functioning ASD, anxiety, depression, mood disorders, trauma, as well as complex family situations and systemic stressors and challenges. Given the nature of SSEC's population and programs, there is a heavy emphasis on therapeutic supports and interventions, and the work tends to be much more clinical in nature than other school-based positions might be.

The SSEC interns' roles include a wide range of clinical activities. In addition to multi-disciplinary work with teachers, speech and language pathologists, occupational/physical therapists, behavioral specialists, and school-based clinicians, interns typically run classroom groups, complete psychoeducational evaluations, participate in IEP development and meetings, and have a revolving caseload of students that are referred for a STARTS 45 school day assessment at SSEC. 45 day assessments are for students who have not been successful within their school district, creating exposure to students with complex presentations and high social-emotional needs. SSEC provides an hour each of individual and group supervision, a biweekly psychiatry consultation as well as informal learning opportunities in collaborative problems solving, academic achievement testing, behavioral de-escalation strategies, and social pragmatics which can generalize to many contexts and settings.

Completing STARTS evaluations is a major responsibility of interns at SSEC. STARTS evaluations are integrative reports completed during the 45 day assessment period, and are comprised of information from the referring school district, parents, teachers, outside providers, and the results of testing completed by specialists within the school. As part of the STARTS assessment process, the intern helps to develop and write social-emotional and behavioral goals for the student's upcoming IEP. The assessment process provides enriched opportunities for clinical consultation with families and outside providers to inform recommendations for educational success. Throughout the assessment period, interns will gain experience conceptualizing cases, working with a multi-disciplinary team (teachers, counselors, speech-pathologists, behavior specialist, occupational therapist, etc.), and implementing IEP goals within the classroom.

For more information on the SSEC programs, visit www.ssec.org.

A. Step One Early Intervention Program

The Step One Early Intervention program provides educational and therapeutic services to children from birth to three years and provides support, coaching, and education to their families. It is a family-centered, community-based program that works with families to better understand and meet the individual needs of their children. Children eligible for the program are those who were born prematurely; have feeding, vision or hearing problems; are slow to sit, stand, walk or talk; have a delay in one or more areas of development; were born with a disability or health condition that affects their development (Down syndrome, cerebral palsy, etc.); or are at risk for delay due to prematurity or family problems such as homelessness, substance abuse, or family violence. Clinicians also help parents access support within their community for mental health challenges, domestic violence, and/or homelessness. Services are provided in the family's home, community locations (e.g., a childcare center or preschool), and at Aspire Health Alliance's Molly Hirshberg Learning Center. Our program utilizes the Floortime model, a relationship-based therapy for children with autism.

Psychology interns at Step One work as part of an interdisciplinary team of professionals providing developmental and infant mental health services to young children, birth to three, and their families. Responsibilities include home visiting a caseload of young children with developmental delays or risk factors (and their caregivers); co-leading a weekly developmental, therapeutic parent-child group; and participating as part of a team providing weekly developmental assessments. Interns receive 2 hours of individual supervision weekly.

For more information on the Step One Early Intervention program visit www.aspirehealthalliance.org.

B. McLean SouthEast Adult Program

(Adult Inpatient and Partial Hospital Placement)

McLean Hospital SouthEast is a satellite program of McLean Hospital in Belmont, MA. Located in Middleborough, MA, the McLean SE adult program consists of a 30-bed inpatient unit and 16-slot Partial Hospital Program treating both men and women with a wide range of psychiatric conditions. The inpatient length of stay averages about one week, and the PHP (Mon.– Fri.) length of stay averages approximately two weeks. Both levels of treatment are intense and include individual, group, and family therapy, as well as psychiatry, case management, and milieu treatment. The primary treatment modality is CBT, though other treatment approaches are utilized as well. During their 20-hour-per-week placement, interns manage three-to-four cases, lead three-to-four groups a week, and have regular opportunity to administer psychological testing. Interns experience both the inpatient and Partial Hospital Programs. Interns receive a minimum of one hour of individual supervision, separate supervision for testing, with no less than 2 hours of supervision per week. For more information on the McLean Southeast Adult Programs visit <https://www.mcleanhospital.org/treatment/adult-inpatient> and <https://www.mcleanhospital.org/treatment/mse-adult-partial-hospital-program>.

DOCTORAL INTERNSHIP COMPETENCIES

The specific goals and objectives of the training program are defined in a list of profession-wide and program-specific competencies to be achieved by completion of the internship. They are outlined below:

| Competency | Objective |
|---|--|
| 1: Research | <p>Interns will demonstrate:</p> <ul style="list-style-type: none"> • Substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level* • Ability to produce a relevant research product and can effectively communicate findings and implications. |
| 2: Ethics and Legal Standards | <p>Interns will demonstrate:</p> <ul style="list-style-type: none"> • Knowledge and actions that are in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct* • Knowledge and actions that are in accordance with relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels* • Knowledge and actions that are in accordance with relevant professional standards and guidelines* • Ability to recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas* • Ability to conduct self in an ethical manner in all professional activities* |
| 3: Individual and Cultural Diversity | <p>Interns will demonstrate:</p> <ul style="list-style-type: none"> • Understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves* • Knowledge of the current theoretical and empirical data on addressing diversity in professional activities including research, training, supervision/consultation, and service* • Ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities)* • Ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers* • Ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship* • Ability to initiate exploration of diversity variables in the context of the therapeutic relationship • Knowledge of appropriate community resources for diverse clients |

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| 4: Professional Values, Attitudes and Behaviors | Interns will demonstrate: |
| | <ul style="list-style-type: none"> • Behavior that reflects the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others* • Ability to engage in self-reflection regarding one’s personal and professional functioning* • Ability to engage in activities to maintain and improve performance, well-being and professional effectiveness* • Ability to actively seek and demonstrate openness and responsiveness to feedback and supervision* • Ability to respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training* |
| 5: Communication and Interpersonal Skills | Interns will demonstrate: |
| | <ul style="list-style-type: none"> • Ability to develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services* • Ability to produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated* • Thorough grasp of professional language and concepts* • Effective interpersonal skills and the ability to manage difficult communication well* • Ability to take appropriate initiative and seeks help as needed • Ability to take responsibility for timely completion of assignments |

| | |
|------------------------|---|
| 6: Assessment | Interns will demonstrate: |
| | <ul style="list-style-type: none"> • Current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology* • Understanding of human behavior within its context (e.g., family, social, societal and cultural)* • Ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process* • Ability to select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics* • Ability to collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient* • Ability to interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations* • Ability to guard against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective* • Ability to communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences* • Ability to administer and score cognitive tests • Ability to administer and score projective tests • Ability to complete testing process in a timely manner (from referral and administration to provision of report and feedback to client) |
| 7: Intervention | Interns will demonstrate: |
| | <ul style="list-style-type: none"> • Ability to establish and maintain effective relationships with the recipients of psychological services* • Ability to develop evidence-based intervention plans specific to the service delivery goals* • Ability to implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables* • Ability to apply the relevant research literature to clinical decision making* • Ability to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking* • Ability to evaluate intervention effectiveness, and adapt intervention goals and methods consistently with ongoing evaluation* • Awareness of therapeutic process and relationship dynamics • Ability to join family members and reframe problems • Ability to facilitate group process (if applicable) • Ability to collaborate with a co-therapist (if applicable) |

| | |
|--|---|
| 8: Supervision | Interns will demonstrate: |
| | <ul style="list-style-type: none"> • Knowledge of supervision models and practices* • Ability to apply knowledge of supervision models and practices in direct or simulated practice with psychology trainees, or other health professionals* • Knowledge and respect for the roles and perspectives of other professions* |
| 9: Consultation and Interpersonal/ Interdisciplinary Skills | Interns will demonstrate: |
| | <ul style="list-style-type: none"> • Knowledge of consultation models and practices* • Ability to apply this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior* |
| 10: General | Interns will demonstrate |
| | <ul style="list-style-type: none"> • Capacity to relate non-defensively and openly to supervisor • Ability to report problems appropriately to supervisor • Understanding of program evaluation and outcome studies as conducted at Aspire Health Alliance • Improvement in knowledge and skills during evaluation period • Progress toward learning plan goals and objectives |

*From APA Standards of Accreditation Implementing Regulation C-81

INTERNSHIP FACULTY

We are proud to have these talented and qualified faculty as part of our program:

| | | |
|------------------------------|--------------------------------------|--|
| Emily Adkins, PsyD | MA School of Professional Psychology | Director of Graduate Student Training |
| Natasha Conley, PsyD | Florida School of Prof. Psychology | Aspire Health Alliance – Child Unit |
| Noah Corey, PsyD | Antioch University | Aspire Health Alliance – Child Unit |
| Denice Cronin, PsyD | William James College | McLean Hospital SE - ART |
| Mary Gerrie, PsyD | Pacific University | Aspire Health Alliance – Child Unit & Emergency Services Program |
| Kerry Greene, PsyD | Nova Southeastern University | Aspire Health Alliance – Adult Unit |
| Andrew Grego, PhD | Nova Southeastern University | Aspire Health Alliance – Testing Program |
| Robert Holloway, PsyD | William James College | South Shore Educational Collaborative |
| Danielle Hughes-Kruger, PsyD | Antioch University | Aspire Health Alliance – Adult Unit |
| Kathryn Kraft, PsyD | MA School of Prof. Psychology | Aspire Health Alliance – Child Unit |
| Yvonne Nieves, PhD | Boston University | Step One Early Intervention |
| Samantha O’Connell, PhD | Suffolk University | Chief Psychologist; Aspire Health Alliance – Child Unit; |
| Gillian Quinn, PsyD | MA School of Professional Psychology | Aspire Health Alliance – Adult Unit |
| Emily Ring, PsyD | George Washington University | Aspire Health Alliance – Child Unit |
| Anne Rowland, PsyD | MA School of Professional Psychology | South Shore Educational Collaborative |
| Sara Thomason, PsyD | Nova Southeastern University | McLean Hospital SE – Adult Unit |

INTERNSHIP ADMISSIONS, SUPPORT, AND INITIAL PLACEMENT DATA

Date Program Tables are updated: **July 1, 2024**

Program Disclosures

As articulated in Standard I.B.2, programs may have “admission and employment policies that directly relate to affiliation or purpose” that may be faith-based or secular in nature. However, such policies and practices must be disclosed to the public. Therefore, programs are asked to respond to the following question.

| | |
|---|--|
| Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution’s affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
|---|--|

If yes, provide website link (or content from brochure) where this specific information is presented.

Internship Program Admissions

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program’s policies on intern selection and practicum and academic preparation requirements:

Applicants to our site should have broad based training in clinical psychology appropriate for their desired track (adult, child/adolescent, or early intervention). A solid background in test administration and report writing with the age group appropriate for their desired track is expected. Applicants should have exposure to empirically-supported treatments and evidence-based practice. Our program expects applicants to have completed course work in psychopathology appropriate for their desired track. We prefer 4 years of graduate training prior to internship. A demonstrated interest in Community Mental Health practice is favorable.

Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:

| | | |
|---|----------|----------------------------|
| Total Direct Contact Intervention Hours | Y | 500 hours preferred |
| Total Direct Contact Assessment Hours | Y | 100 hours preferred |

Describe any other required minimum criteria used to screen applicants:

- **One redacted psychological testing report (preferably one including projective testing) required with application**
- **Master’s Degree required by application deadline**
- **Comprehensive exams must be passed by application deadline**
- **Dissertation proposal must be approved by ranking deadline**

Financial and Other Benefit Support for Upcoming Training Year

| | |
|--|--|
| Annual Stipend/Salary for Full-time Interns | \$37,440 |
| Annual Stipend/Salary for Half-time Interns | N/A |
| <hr/> | |
| Program provides access to medical insurance for intern? | Yes |
| If access to medical insurance is provided: | |
| 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) | 96 hours (12 days) |
| Hours of Annual Paid Sick Leave | 40 hours (5 days) |
| In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave? | Yes (reasonable unpaid leave as needed, extending hours of internship to meet 1960 hours) |

Other Benefits (please describe):

- **Dental insurance (option to enroll with intern contribution)**
- **Professional liability insurance coverage (Interns are covered under agency’s umbrella policy)**
- **9 Agency Holidays (July 4th, Labor Day, Thanksgiving and the day after, Christmas, New Year’s Day, MLK Birthday, Memorial Day, and Juneteenth)**

| INITIAL POST-INTERNSHIP POSITIONS | | |
|---|----|------------------|
| (Provide an Aggregated Tally for the Preceding 3 Cohorts) | | |
| | | 2020-2024 |
| Total # of interns who were in the 3 cohorts | | 18 |
| Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree | | 0 |
| | PD | EP |
| Community Mental Health Center | | 5 |
| Federally Qualified Health Center | | |
| Independent Primary Care Facility/Clinic | 1 | |
| University Counseling Center | 1 | |
| Veterans Affairs Medical Center | | |
| Military Health Center | | |
| Academic Health Center | 3 | |
| Other Medical Center or Hospital | | |
| Psychiatric Hospital | 3 | |
| Academic University/Department | | |
| Community College or Other Teaching Setting | | |
| Independent Research Institution | | |
| Correctional Facility | | |
| School District/System | | 1 |
| Independent Practice Setting | 4 | |
| Not currently employed | | |
| Changed to another field | | |
| Other | | |
| Unknown | | |
| <p>Note: “PD” = Post-Doctoral residency position; “EP” = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.</p> | | |



Psychology Internship Supplemental Application 2025 - 2026

Step I.

Identify the track to which you are applying and select your preferred interview date(s). Tracks A and B interview on the same days. Interviews are only available on these days. Your preferred date(s) will be used for arranging interviews only and for no other purpose. In your cover letter mention the track you are interested in and your preferred interview date(s).

Psychology Internship applications are due no later than November 5, 2024

A. Child/Adolescent Track
(Focus on ages 6-18)

B. Early Childhood Track
(Focus on newborns up to age 10)

Please Choose Either A, B or C

Friday, January 3, 2025

I can do either January 3rd or 8th

Wednesday, January 8, 2025

C. Adult Track

Friday, January 10, 2025

I can do either January 10th or 14th

Tuesday, January 14, 2025

Step II.

Please address the following question in your cover letter: What particular skills and interests do you bring that prepare you specifically for work in a community mental health setting?

Step III.

Writing Sample

We would like to see a redacted psychological testing report (preferably one including projective testing) done on an individual of an age appropriate for your choice of track (i.e., either an adult or a child).