



Mental Health Care for Families with Young Children

# *Psychology Internship Training Program Handbook*



*The Children's Center  
Salt Lake City Location*

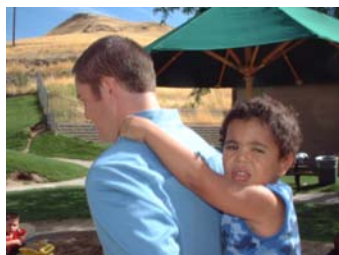


### *A Day at The Children's Center*

The stress in their voices is unmistakable. The pain that accompanies their words resonates in our hearts. For most, weeks or possibly months went by before they could get themselves to pick up the phone and call The Children's Center for help. They agonize over whether their child really has a problem. They dread being told that their parenting skills are to blame. They worry that grandma's, or the sitter's, or the childcare worker's diagnosis might be right. They fear that the divorce will leave the child scarred for life. Some are terrified to admit that they find parenting exhausting and are consumed with guilt when they allow feelings of great animosity toward the child to float to the surface of their consciousness. And some are in dire crisis because their child has just been expelled from preschool (again) and won't be allowed to return until they've gotten help.

The collective pain is sometimes palpable within the walls of The Children's Center. The anguish can be seen on the faces of parents who are here for their first visit, filling out forms in the waiting room. Some wait in silence, some play anxiously with their children, and some relax in the corner with a magazine; relieved to find a calm moment while their child plays. Those who are already receiving help eagerly await their therapy appointment, knowing that their story will be heard and that, together, we'll find a way to ease the stress at home. For them, The Children's Center staff has offered a beacon of hope and they are often overheard exclaiming their trust in us to the newer, anxious parents.

When the therapists greet the families, their faces show relief. The children smile and run ahead to the office, eager to explore the toy they played with during the last visit. The parents settle into the chair ready to recount the highs and lows of their week. Some cry as they talk about their fears, anxieties and worries. Some shout as they talk about loss, anger, and deep unremitting frustration. The therapists listen, reflect, offer insight, process feelings, help create new understandings, and offer hope.



The therapists are seen hugging the child who is filled with delight because he's graduating from his day treatment therapy group. His parents beam with pride and satisfaction because life is no longer filled with such strife. Their relatives have seen the changes in their child. The daycare is welcoming him with open arms! The child's mother reaches out to her therapist, pauses, and then decides to go ahead and give her a hug because she can't hold

back her deep appreciation and the warm feelings that have developed over many months. The therapist reminds her that she can call anytime if she needs help in the future. As the family heads toward their car the staff takes a moment to reflect on how much they will miss the family, and share brief anecdotes about something the child would always say, or do.

As the therapist heads back to the office, the phone rings. The mother on the line is desperate. There's chaos in the background; children are yelling, it sounds like another is crying. "I'm not sure where to turn but I was given this number" says the mother. "I'm at my wit's end and I really need help" she utters, her voice cracking. The therapist reaches for her pen and an intake form . . .

## *The Children's Center* *Psychology Internship Training Program*

Thank you for your interest in a psychology internship at The Children's Center. By way of background, we are a private, non-profit agency dedicated to the treatment of families with emotionally troubled children from birth to age seven. We maintain two separate centers, in downtown Salt Lake City and a second located in Kearns, a suburb of Salt Lake City. The two centers are approximately 20 minutes apart. Between the two, we see children and families from literally every single zip code in the Salt Lake Valley. In addition to our two centers, we also have a residential program for children who are in state custody. The residential program is located at our Kearns Center.

Through our 45-year history, The Children's Center has grown to be the largest agency of our type in the country. We receive over 1,800 referrals annually and see over 300 children each year in our day treatment program. Over the years we have continually expanded our programs in order to meet the increasing demands of the community. In addition, we offer intensive annual trainings for the community on the treatment of attachment problems in young children. Attachment theory and its clinical application is of primary interest to the clinical staff at The Children's Center.

**In 2009 The Center was awarded a \$1.2 million SAMHSA grant making us a member of the National Child Traumatic Stress Network. As a result of our trauma work, interns will receive training in TF-CBT (Trauma Focused – CBT) and CPP (Child Parent Psychotherapy) during the internship rotation.**

We invite you to look through our brochure and encourage you to call us if you have any additional questions about our program.



## *Referrals*

As a private, non-profit agency, The Children's Center provides services to all families regardless of their ability to pay. The Children's Center received 1,594 referrals during the year, which is the largest in our history and represents a 21% increase over last year.

Referrals originated as follows:

➤ Pediatrician/ Family Physician	259
➤ Family/ Friends	243
➤ Present/ Former Client	180
➤ Social Agencies	175
➤ Division of Child & Family Services	160
➤ News Media Reports	132
➤ Day Care/ Pre-School	89
➤ Other/ Misc.	356

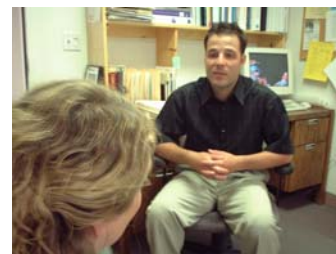
## *Assessments*

Children arrive at The Children's Center frightened, anxious, and scared. They don't trust adults to be reliable caregivers. They have never felt a sense of safety or security and have a hard time focusing on more typical activities of childhood. Their parents, frustrated by months of aggravation, frustration, and their own stress, have little left to give. The whole family seems desperate for help.



Over 30,000 children have walked through our doors, each with their own unique story. They have been greeted by the warm, reassuring smile of a team of office support staff, clinicians, and group facilitators ready to give themselves to help the child and his or her family get back on track.

When children and families come to the Center, we provide a thorough assessment, beginning with a phone interview. Then depending on the family's needs, we schedule a psychological or psychiatric evaluation or consultation. From this the appropriate treatment can be determined. And after several months of hard work the child learns, usually for the first time, what it's like to have a secure base.



## *Therapeutic Preschool Program*

Our therapeutic preschool groups provide intensive care for children who have been unable to succeed in regular childcare programs. The children are transported to one of our Centers and attend groups from either 9am to 12 pm, or from 12 pm to 3 pm depending on their age. The groups are composed of two facilitators and nine children. The children receive treatment five days a week, and are with us for an average of nine months. While the children are in the day treatment program their families are seen in family or parent therapy at least twice monthly.

## *Supervised Clinical Experience*

The core of the internship is supervised clinical experience that challenges the intern to expand his or her conceptual and practical skills in the assessment and treatment of psychological disorders. As an intern, you will be receiving two hours of clinical supervision each week. One supervisor will oversee your clinical work, while a separate supervisor will assist you with your clinical assessments. In addition, interns attend two hours of clinical case reviews each week and attend weekly peer supervision with the clinical team.



*Dr. Douglas Goldsmith  
Chief Psychologist  
Executive Director*

A typical 40-hour week finds trainees attending and participating in:

- Direct clinical care (10-15 hours)
- A Psychological Seminar (2 hours)
- An Intake Meeting (2 hours)
- A Staff Meeting (1 ½ hours)
- Direct Supervision (2 hours)

Our focus is on assisting in your development as a clinician, by providing intensive training, which includes supervision and lectures and regular consultation with the clinical team. Our primary theoretical focus is attachment theory, which is used as a foundation to guide our relationship focused treatments with children and families. A combination of parent-child therapy, individual child therapy, and day treatment groups are used to meet the needs of our clientele. By the end of the year our interns are well equipped to treat children and families with a wide range of emotional and behavioral disorders. In fact, by year's end, interns will have been exposed to almost all of the DSM IV disorders diagnosable in young children.

Good training is best accomplished in an atmosphere of mutual respect between staff and interns. We believe that the best learning environment is one in which one learns by doing

and where learning is fun. We attempt to create such a learning environment by treating interns as junior colleagues.

We believe we have developed an enriching, exciting, and challenging program. We hope that this piques your interest and you will continue to carefully read this brochure and let us know how this program meets your training needs. On behalf of the training committee, we look forward to reviewing your application. Please know that we appreciate the time you will invest in completing this application and thus we will carefully review the entire document.

### *Interview Process*

Following the deadline for receipt of applications, we will select those candidates who will be invited for an interview. We will e-mail all applicants by December 15, 2010, informing the applicant whether s/he will be invited for an interview. You may call our office on or after December 15 to ascertain the status of your application. Applicants who are invited to interview will be asked to contact our office to schedule the interview. Telephone interviews are acceptable for those finding the costs of interviewing prohibitive. Please keep in mind that those candidates who respond early will have a better selection of dates and times for the interview.

### *Intern Training Opportunities*

Interns are provided with intensive training during the first week of the internship regarding our theoretical model and treatment perspective. In addition, we provide training on how to conduct psychological assessments with preschoolers. During the year the interns find themselves experiencing our therapeutic preschool groups, working with children individually, working with parent-child dyads, and conducting family therapy. Psychological assessments are a regular part of the internship experience and teach the interns how to assess and diagnose a range of problems from depression and anxiety disorders to ADHD and oppositional defiant disorders. Interns will also evaluate a number of children over the course of the year with autism spectrum disorders.

The internship is tailored to meet the needs of our students. Some have desired to have work more closely with foster children or children in our trauma program. Others have sought exposure to our after school treatment groups or some of our parent-child groups.

For interns who have not yet completed their dissertation, release time for research is made available.



## General Policies

### *Eligibility*

The Children's Center employs two full-term interns annually. Placements are offered to students from clinical, counseling, or school psychology doctoral programs. Psychologists who are involved in re-specialization programs in clinical, counseling or school-psychology may also apply.

- A student applying for a full-time internship must have completed a Master's Degree or the equivalent in a Doctoral program that does not require a Masters Degree.
- A letter from the Director of the student's program, which specifies that all of the requirements necessary to begin the internship have been fulfilled, is required.

Upon acceptance to the Psychology Training Program, interns will be assigned to the Downtown Children's Center or the Kearns Center, approximately thirty minutes south of the Salt Lake City location.



The internship program begins on August 29, 2011. Internship appointments are for a continuous 12-month period during which 2,000 hours of supervised training must be acquired. The 2,000 accrued hours credited to the Internship is post-practicum and pre-doctorate.

The internship stipend is paid in equal installments over 24 bi-weekly pay periods. With the IRS ruling of 1983, stipends are no longer tax-free: they are taxed as regular income. Both Federal and State taxes are deducted.

Annual leave benefits and health benefits cover interns. Interns work 40 hours per week and often can fulfill their 2,000 hour commitment while also taking sick leave and ten days of vacation time.

## *INTERN RIGHTS AND RESPONSIBILITIES*

### **Intern Rights:**

1. The right to a clear statement of general rights and responsibilities upon entry into the internship, including a clear statement of the goals, objectives and parameters of the training experience.
2. The right to training by professionals who practice in accordance with the APA ethical guidelines and the Utah State Psychologists Licensing Act.
3. The right and privilege to be treated with professional respect, recognizing the training and experience the intern brings with him/her.
4. The right to ongoing evaluation that is specific, respectful and pertinent.
5. The right to engage in an ongoing evaluation of the training experience.
6. The right to initiate an informal resolution of problems that might arise in the training experience (e.g.; supervision assignment) through request to the individual concerned and /or the Director of Psychology Training.
7. The right to due process to manage problems after informal resolution has failed or to determine when the intern's rights have been infringed upon.
8. The right to privacy and respect of one's personal life.

### **Intern Responsibilities:**

1. The responsibility to read, understand and clarify, if necessary, the rights, responsibilities, expectations, goals, and objectives of the internship.
2. The responsibility to be familiar with and maintain behavior within the scope of the APA ethical guidelines and the laws and regulations specified by the State of Utah (Utah State Psychologists Licensing Act).
3. The responsibility to conduct oneself in a professional manner and to comply with all psychology staff policies and procedures.
4. The responsibility to actively participate in all scheduled training, weekly supervision, provision of clinical services and the overall activities of The Children's Center.

5. The responsibility to meet training expectations, goals and objectives by developing competency and skill in: Ethics and Professionalism; Assessment, Diagnosis and Treatment Planning; Intervention; and Diversity.
6. The responsibility to complete a training agreement and identify personal training goals with the individual supervisor on each rotation.
7. The responsibility to keep the supervisor informed of therapeutic action taken with each patient. Interventions such as crisis visits, home visits, letters, CPS referral and court appearances require prior approval by the supervisor.
8. The responsibility to be open to professionally appropriate feedback from immediate supervisors, professional staff and agency personnel.
9. The responsibility to prepare for each rotation by becoming familiar with expectations and reading appropriate literature, manuals, and/or test materials.
10. The responsibility to maintain appropriate medical records and comply with Quality Assurance Standards related to psychology documentation. Have all written documentation co-signed by the supervisor.
11. The responsibility to provide professionally appropriate feedback regarding supervision, scheduled training activities and the overall internship experience. .
12. The responsibility to bring any problem experienced to the attention of the Director of Psychology Training and to conduct oneself in a professionally appropriate manner if the due process procedure is initiated.

### *Supervisor Responsibilities*

1. Coordinate the training responsibilities with appropriate personnel
2. Complete a training agreement with each trainee which specifies the professional skills to be acquired and the types of training experiences to be received and supervised in the particular training site.
3. Provide a minimum of 2 hours of individual clinical supervision per week to each trainee and maintain a written record of the supervision. Use and maintain samples of audio and video recordings of therapy and assessment for supervision as appropriate.
4. Co-sign all written records of interns, such as progress notes and psychological assessment reports.
5. Assure that interns are familiar with and adhere to the Ethical Principles of Psychologists. Also, assure that they are sensitive to the image of The Children's Center and do nothing to discredit themselves, The Center, or Psychology as a profession.

6. Provide guidance to interns pertaining to legal matters.
7. Help coordinate services with programs in other community agencies.
8. Hold individual evaluation sessions with assigned trainees as needed and at least once per quarter. Maintain written records of evaluations.
9. Forward a letter of evaluation to the intern's university clinical director after 6 months and upon completion of the internship.
10. Function as liaison between trainees and other staff members.
11. Assure that each trainee gets the best possible training experience and meets internship related needs that are not specifically listed herein.
12. Serve as coordinator or interpreter of the total agency and facilitate intern's professional relationships with the agency.

*The Children's Center*  
*Due Process Guidelines and Procedures*  
Policy on the Management of Intern Problems/Concern

This document provides guidelines for managing problematic psychology intern conduct and/or performance. These guidelines are consistent with APPIC standards. These guidelines emphasize due process and ensure fairness in the program's decision about the intern. There are avenues of appeal that allow the intern to handle grievances and dispute program decisions.

**Due Process: General Guidelines**

Due Process ensures that decisions made about the interns are not arbitrarily or personally based. It requires that the training program identify specific evaluation procedures that are applied to all interns and provide appropriate appeal procedures available to the intern. All steps must be appropriately implemented and documented. The general due process guidelines include the following:

1. During the internship orientation the program's expectations for professional functioning are reviewed.
2. Internship evaluation procedures are clearly stipulated, including when and how evaluations will be conducted.
3. The procedures and actions involved in making decisions about problematic performance and/or conduct are outlined for the interns.
4. Graduate program Training Directors are informed of any difficulty with interns, and when appropriate, input from the academic Training Director is sought regarding how to address the difficulty.

5. Remediation plans are developed and implemented for identified inadequacies. Each plan includes a time-frame for expected remediation and specifies the consequences for failure to rectify the inadequacies.
6. Interns are given sufficient time to respond to any action taken by the program.
7. Interns receive a written description of the procedures they may use to appeal the training program's action. These procedures are included in the Internship Handbook which is provided to and reviewed with the interns during the internship orientation.
8. Decisions and recommendations regarding the interns' performance and/or conduct are based on input from multiple professional sources.
9. Programs actions and their rationale are documented in writing and provided to all relevant parties.

### **Evaluation Process:**

The Psychology Internship Program continually assesses each intern's performance and conduct. Feedback from the evaluations facilitates the intern's professional growth by acknowledging strengths and identifying performance and conduct areas that need improvement. At the mid-point and end of each quarter, supervisors provide written evaluations and meet with the intern to discuss their assessment, review progress, and offer recommendations. The evaluation clearly identifies the intern as having passed or not passed their rotation. The written evaluation is then signed by both the supervisor and the intern to indicate that it has been reviewed. The Training Committee also conducts a formal vote regarding each intern's "pass status" and their readiness to progress in the internship. The evaluation is then forwarded to the Training Director who sends a copy of each end-of-rotation evaluation to the intern's graduate program Training Director. Any concerns or difficulties that are identified on the end-of-quarter evaluations may be addressed using the appropriate steps listed under Procedures for Responding to Problematic Performance and/or Conduct.

An additional source of evaluation data is provided by the Training Committee, which is chaired by the Psychology Training Director and consists of the interns' supervisors and other psychology staff members. Training Committee members share information and review each intern's progress on a monthly basis. Based on these cumulative evaluations, the Training Director and the intern may modify the intern's training plan to better meet his/her training needs and the program's requirements.

### **Communication with Interns' Graduate Programs:**

The Training Director is responsible for communicating with each intern's graduate program about the intern's activities and progress. At the end of each quarter, a copy of the supervisor's evaluation is forwarded to the intern's academic Training Director. At any time, if a problem arises that requires sanctions and brings into question the intern's ability to successfully complete the internship program, the Training Director will inform the academic Training Director of the sponsoring graduate program. The academic Training Director will be encouraged to provide input to assist in resolving the problem.

### **Definition of Problematic Performance and/or Conduct:**

Problematic behavior is defined broadly as an interference in professional functioning which is reflected in one of the following ways: 1) an inability or unwillingness to integrate professional and

legal standards into his/her repertoire of professional behaviors; 2) an inability to acquire professional skills that reach an acceptable level of competency; 3) unprofessional conduct.

It is a matter of professional judgment as to when an intern's behaviors are serious enough to fit the definition of problematic performance and/or conduct rather than reflecting typical behavior, attitudes or characteristics which, while of concern and require mediation, are not unexpected or excessive for predoctoral interns in training. Problems typically become identified as impairments when they include one or more of the following characteristics:

1. The intern does not acknowledge, understand or address the problem when it is identified.
2. The problem is not merely a reflection of skill deficit, which can be rectified by academic, experiential, or didactic training.
3. The quality of service delivered by the intern is significantly impaired.
4. The problem is not restricted to one area of professional functioning.
5. A disproportionate amount of attention by training personnel is required.
6. The trainee's behavior does not change as a function of feedback or remediation efforts and/or time.

**Procedures for Responding to Problematic Performance and/or Conduct:**

The training program has well-defined procedures to guide its response to interns that demonstrate problematic performance or conduct. If an intern receives an "unacceptable rating" from his/her supervisor on the evaluation indicating inadequate skill development, or a staff member has concerns about the intern's behaviors (e.g., ethical or legal violation and professional competence), the following procedures will be initiated:

1. If the intern is not performing at a satisfactory level, the supervisor is expected to discuss this with the intern, increase the intern's supervision, and direct the intern to other appropriate resources to address the deficit area (e.g., assign readings). The Training Director is notified of the concern at this time, and the supervisor will keep a written record of the discussion and corrective steps agreed upon.
2. If the problem addressed in Step 1 persists, or a problem arises that is judged to be a serious violation that cannot be remedied by actions outlined in Step 1, the supervisor will communicate his/her concerns with the Training Director. The Training Director will meet with the intern, his/her direct supervisor, and when appropriate, the Director of Psychology, to discuss problematic performance and/or conduct and develop a remediation plan (to address the problematic behavior). A remediation plan is a time-limited, remediation-oriented supervised period of training. It is designed to return the intern to an appropriate functioning level with the full expectation that the intern will complete the internship. Each remediation plan will include the following:
  - a. a description of the intern's unsatisfactory performance or problematic behaviors
  - b. recommended actions needed from the intern to correct the identified problems
  - c. supportive intervention/modifications made to the intern's training program (e.g., increase supervision, change focus of supervision, require coursework or readings, reduce caseload and recommend personal therapy)
  - d. a time line for correcting the problem

- e. the action to be taken if the problem is not corrected.
3. If the remediation plan developed in Step 2 is unsuccessful in addressing the problematic performance and/or conduct within the time-frame identified, the Training Director will meet with the Training Committee to discuss further courses of action. These may include one of the following sanctions or actions:
4. Modified Remediation Plan – It may be determined that continuing the remediation plan with specific modification is the most appropriate intervention (repeat Step 2). When the problem is considered severe, an intern may be required to complete a remediation plan and concurrently placed on probation.

Probation – The purpose of probation is to assess the intern’s ability to complete the internship and return to an appropriate level of functioning. Probation is time limited and remediation-oriented. During this closely supervised training period, the Training Director and supervisor monitor the degree to which the intern addresses, changes, and/or otherwise improves the problem behaviors. During the probation period, the intern may be suspended from engaging in certain professional activities until there is evidence that the problem behaviors have been rectified. **The intern will be given written notice of the probation that includes the following information:**

- a. a description of the problematic performance and/or conduct
- b. specific recommendations for rectifying the problems
- c. the length of the probation period, during which the problem is expected to be rectified
- d. procedures to ascertain whether the problem has been appropriately rectified.

Dismissal from the Internship Program – When a combination of interventions does not rectify the problematic performance and/or conduct within a reasonable time, or when the trainee seems unable to alter his/her behavior, the Training Committee will consider the possibility of termination from the internship. Dismissal may also occur in cases of violations of the APA Code of Ethics, in particular, when imminent physical or psychological harm to a client is a major factor or when the intern is unable to complete the internship due to physical, mental or emotional illness.

If sanctions interfere with the successful completion of the training hours needed for the internship, this will be noted in the intern’s file and his/her academic program will be notified. If deemed appropriate, special arrangements may be made to address this issue.

5. The Training Director will meet with the intern, the intern’s supervisor and Director of Psychology to review the required remedial steps or sanctions. The intern may accept these conditions, or challenge the Training Committee’s action as outlined below. In either case, the Training Director will inform the intern’s academic program of the problematic performance/conduct and the specified procedures implemented by the Training Committee to address the concern.

### **Psychology Intern Grievance Procedures:**

In the event an intern has difficulty with a supervisor, has disagreements with any Training Committee's decision regarding their status in the program, or has other grievances about the training, **the intern has a right to a hearing and appeal** and should:

1. Raise the issue with his/her supervisor in an effort to resolve the problem.
2. If the issue cannot be resolved with the individual supervisor, the issue should be discussed with the Training Director, or the Director of Psychology in the event that the Training Director is the immediate supervisor.
3. If the problem cannot be resolved with the Training Director and/or the Director of Psychology, or the intern disagrees with the Training Committee's final decision, the intern has the right to contact the Administrative Director of The Children's Center to discuss the situation and, if necessary, file a complaint or grievance that will be reviewed with the Personnel Committee of The Children's Center's Board of Trustees.

### **Instructions for completing the Application**

1. Please complete the APPIC Standardized Application Form, available at [www.appic.org](http://www.appic.org). It includes:
  - Application for Psychology Internship form
  - Practicum documentation form
  - Professional Conduct form
  - Verification for internship eligibility form
  - Children & Adolescent Test Administration form

If you have any further questions about completing the application or about our training program, please feel free to contact me at (801) 582-5534.

Douglas Goldsmith, Ph.D.  
Chief Psychologist/ Executive Director  
The Children's Center  
350 South 400 East  
Salt Lake City, UT 84111

**Applications are due by December 1, 2010**

**Our program code is # 5961**

