

THE CLINICAL CHILD AND PEDIATRIC PSYCHOLOGY INTERNSHIP

An American Psychological Association
Accredited Internship in Clinical Psychology

2011-2012
Program

Affiliated with
University of Southern California
USC Keck School of Medicine, and
Childrens Hospital Los Angeles
A University Center of Excellence
In Developmental Disabilities



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INTRODUCTION

The University Center of Excellence in Developmental Disabilities (USC UCEDD) at Childrens Hospital Los Angeles (CHLA) offers a comprehensive Clinical Child Pediatric Psychology Predoctoral Internship Training Program. The internship is housed within an institution with a strong mandate and commitment to training health professionals. It draws its clinical population from the comprehensive and extensive service delivery parameters represented by Childrens Hospital Los Angeles (CHLA). CHLA is a 330 bed, non-profit, private pediatric teaching, research and treatment facility affiliated with the University of Southern California Keck School of Medicine. Each year the hospital cares for over 150,000 inpatients and outpatients from newborn to 21 years of age who are referred by families and professionals throughout California and the world. In the past five years, U.S. News and World Report has placed CHLA among the top leading pediatric hospitals in the United States. CHLA is located in the heart of a high density, low income, culturally diverse, inner city neighborhood and reflects the community it serves, with over 70% of patients representing ethnic minorities. The USC University Center for Excellence at Childrens Hospital Los Angeles (USC/UCEDD), founded in 1966, has been a consistent presence within Los Angeles, the state of California and nationally. Quality interdisciplinary training, continuing education, and a vast array of hospital and community-based services have been designed and redesigned in response to the ever-changing needs of the local community as well as those of California and the Western Region and the nation.

This American Psychological Association (APA) accredited internship in clinical psychology offers two required placements and one specialty placement in a variety of departments and clinical services. The two required clinical placements represent generalist skills of a child-focused psychologist: Child/Family Therapy and Psychological Assessment. The specialized placement focuses on an area of specialty practice are: Pediatric Psychology, Early Childhood Mental Health, Enhanced Assessment, Trauma Psychology, and Adolescent Medicine.

The training program is designed to prepare doctoral candidates to assume the role of a practicing professional in both the private and public sectors of mental health care and psychology practice. Through didactic lectures and seminars, intensive supervision, and ample direct patient

contact, interns receive comprehensive experience in quality psychology training which engages them in psychological assessment treatment/therapy, consultation, and community involvement. The internship program provides training in the principles of psychology as applied to pediatric behavioral and developmental disorders through supervised experiences in outpatient mental health clinics, community clinics and/or pediatric hospital units.

The USC UCEDD predoctoral training program joined the Association of Psychology Postdoctoral and Internship Centers (APPIC) in 1997 and received seven years of full accreditation by the APA in 2004. For information about the program's accreditation, please contact the office of Office of Program Consultation and Accreditation at the American Psychological Association

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The yearlong full-time predoctoral clinical and pediatric psychology internship begins **July 1st** and ends **June 30th**. The **application deadline for the 2011-2012 class is November 1, 2010**. APPIC internship application and MATCH procedures apply to the selection process of this program.

PROGRAM PHILOSOPHY

The Clinical Child and Pediatric Psychology Internship Training Program is based upon the philosophy that basic psychological principles and procedures drawn from behavioral, cognitive psychodynamic, family systems,



and developmental theories should be integrated in a family-centered manner for efficacious and ethical psychological care. This internship provides an opportunity to develop and/or refine basic professional skills in clinical child and pediatric psychology, and to develop an

appreciation for the elements of professional development that result in a strong integrated professional identity.

The intern is presented with opportunities to apply the scientist-practitioner model of clinical practice. The intern will become an adept consumer of research by learning to critically evaluate articles relevant to treatment cases and examine carefully the empirical evidence for various assessment and research procedures that may be utilized in clinical work.

PROGRAM GOALS AND OBJECTIVES

The clinical child and pediatric psychology predoctoral training program goals and objectives include the following:

- To provide a comprehensive training experience for doctoral level psychology students in an interdisciplinary setting that meets the qualifications of the American Psychological Association.
- To provide predoctoral psychology interns with training in outpatient psychotherapy with children, adolescents and their families.
- To train predoctoral psychology interns on how to complete comprehensive developmental, psychological and educational assessments within the pediatric population.
- To provide an atmosphere in which psychology interns are encouraged to develop individualized programs that meet their professional development needs and interests, and are within the standards and guidelines of the USC UCEDD Training Program.
- To provide full-time predoctoral psychology interns with a yearlong specialty placement in pediatric, child or adolescent psychology. It is hoped that these placement experiences will assist the intern in developing an appreciation for the mental health and health care needs of a specialty population as well as an interest within a professional practice area leading to post-doctoral fellowship training.



PROGRAM ORGANIZATION

The predoctoral psychology internship offers a wide range of clinical training experiences that include three concurrent yearlong placements. These placements are within the following:

1. **Child/Family Therapy Program** (40% of intern time)
Within the USC UCEDD Community Mental Health Service
2. **Child/Family Assessment Program** (30% of intern time)
Within the USC UCEDD Community Mental Health Service
3. **Specialty Program** (30% of intern time) in **one** of the following specialty areas:
 - a. Pediatric Psychology
 - b. Early Childhood
 - c. Enhanced Assessment
 - d. Project HEAL Trauma Psychology
 - e. Adolescent Medicine

DESCRIPTIONS OF THE THREE CONCURRENT PLACEMENTS

The three yearlong concurrent placements leading to the development of professional competency have been organized and are directed by UCEDD faculty. Each of the three placements has a sequential plan involving didactics, case conferences and supervision. The scheduling of all placement didactics and case conferences is to be



accomplished in such a way that allows all interns to spend time together and for each intern to have individualized specialization training. All predoctoral interns participate in two placements: Child/Family Therapy and Child/Adolescent Psychological Assessment. These two placements foster the development of generalist skills and are required of all interns. The third placement involves immersion in a specialty area.

This internship provides extensive supervision from a network of faculty supervisors. Each intern will have a supervision team whose role

is to oversee the intern's training experience in its entirety. The supervision team will assume responsibility for intern evaluation and will be available to discuss all aspects of the intern's experience during the program year. Within each of the placements, the intern will have individual clinical supervision with a licensed supervisor. Interns will also receive a minimum of one to two hours of group supervision per week, and two hours of didactic activities per week. Additionally, all interns will meet with the Training Director for an hour long professional roles seminar which will afford them the opportunity to discuss issues related to their overall experience.

The UCEDD mental health and training programs have always been attuned to the steady growth of Spanish – English bilingual populations in Los Angeles. This has been paralleled with the addition of training parameters that attend to develop proficiency in culture and language issues. Interns have the opportunity to receive training and supervision by bilingual and bicultural psychologists. Spanish speaking interns receive individual supervision (from one of their supervisors) completely or partially in Spanish. Interns attend CHISTE (Childrens Hospital Interdisciplinary Supervision & Training in Español) which offers bilingual interns with group supervision and training in Spanish to increase the effectiveness in the provision of mental health services to Latino clients. Within the realm of assessment, interns receive training in the evaluation of language proficiency among bilingual (Spanish – English) children to identify the most appropriate language for comprehensive psychodiagnostic testing and psychotherapy.

The program trains interns to effectively choose, provide, and refer to the appropriate Evidence-Based Practice (EBP) Models. EBPs are addressed in intake clinics, supervision, and didactic activities. The Los Angeles County's publicly-funded mental health system now directs some of its funds to the clinical application of specific EBPs. This has allowed the program to expand its capacity to train and provide EBP services to children and adolescents, and their families. During the course of the training year, interns will learn about EBPs such as Trauma Focused Cognitive Behavioral Therapy (TF-CBT), Triple P (Positive Parenting Program) collateral therapy, Incredible Years group therapy (IY), Seeking Safety, Parent-Child Interaction (PCIT), and more. The 2011-2012 internship class will be trained and conduct Incredible Years parent and child groups. Some of the other EBPs will also be taught and practiced.

PLACEMENT ONE

**Child/Family Therapy Program
The USC UCEDD Community Mental Health Service**

The Community Mental Health Service provides individual and family psychotherapy services to children and their families from culturally diverse backgrounds in the Los Angeles community. Psychology interns are trained and supervised in psychological intake and assessment, treatment planning and intervention with a particular focus upon applications of Evidence-Based Practice. Interns gain experience in individual and family psychotherapy, group therapy, consultation, and community involvement.

The program is structured so that each psychology intern provides treatment/intervention in the form of outpatient psychotherapy to children, adolescents and their families who represent diverse ethnic and socioeconomic backgrounds. These clinical services accommodate children exhibiting a broad range of emotional, behavioral, cognitive and/or neurodevelopmental problems. Typically, each intern will have a caseload of four to six child/adolescent patients within the Community Mental Health Service Placement depending on caseload in the specialty placement. Outpatient therapy can include individual child/adolescent therapy, family therapy, and group therapy. Services to children and families within this program are typically conducted in an outpatient clinic-based setting; home-based and community-based service opportunities are often included.



The intern will develop the ability to conceptualize treatment and intervention from a variety of methodological and theoretical perspectives; however, all the interns will be exposed to a variety of Evidence-Based Practice approaches. To meet this goal, faculty and supervisors from the Child/Family Therapy Program facilitate a weekly didactic series covering child/adolescent intervention strategies, family assessment and therapy, and psychological assessment. In addition to the weekly didactic series, interns will also participate in supervised case conferences to cultivate an understanding of appropriate professional roles. Issues such as coordination of services, treatment planning, and referral and termination will be discussed during these assemblies.

Methods for supervision within this program may include the review of videotaped sessions and face-to-face or co-therapy supervision. The intern will be required to develop familiarity with essential APA sources such as the Ethical Standards for Psychologists, Standards of Professional Practice for Psychology and other prescribed readings in psychology.

An additional component of the Child/Family Therapy Program placement is participation in the Leadership Education in Neurodevelopmental Disabilities (LEND) program, a weekly interdisciplinary didactics and experiential program. The faculty of the LEND program represents a wide range of disciplines including but not limited to the following: Social Work, Communications Disorders, Psychiatry, Occupational Therapy, Nursing, Developmental Pediatrics, Nutrition, Health Administration, Audiology, Dentistry, and Family Resources.


PLACEMENT TWO

Child/Family Assessment Program The Psychological Assessment Program

As part of the Child/Family Assessment Program placement, the intern will develop competency in the psychological assessment of a range of complex diagnostic issues observed with children and adolescents. Referrals to the assessment program include children with co-occurring autism spectrum disorders and mental health or behavioral concerns, children with chronic medical conditions and learning difficulties, and children referred to assess Attention Deficit Hyperactivity Disorder. Interns are closely mentored through live proctoring, weekly group supervision/case conference, and individual supervision. Many of the cases undergoing assessment also participate in on-going psychotherapy, and interns collaborate with parents, referring therapists, schools, and physicians in developing the assessment plan. It is anticipated that each intern will conduct between 6 and 8 comprehensive evaluations of children and adolescents within the program year.



Child and adolescent assessment and differential diagnosis are based on a complete psychological evaluation utilizing the following methods:



administration of standardized psychological and academic achievement tests; structured parent, child and teacher self-report instruments; observation of play; clinical interviews (child, parents, teacher, etc.); observations of children in school settings; and the use of DSM-IV diagnostic criteria. Specific training is given in the following areas: psychoeducational evaluation, developmental assessment, cognitive assessment, language proficiency evaluations, temperament and personality evaluation, emotional and social skills assessment, behavioral assessment, visual-motor screening, parent/child interactional observation, play-based assessment, and family needs and support evaluation. Prevention and assessment for early identification of disorders and disabilities in children is given particular emphasis in this training program.

The interns achieve assessment competency in the following: conceptualization of individual assessment cases; formulation of appropriate hypotheses regarding behavior and diagnosis; selection of appropriate assessment measures; and development of meaningful recommendations for intervention. The interns will develop the ability to link assessment data to meaningful interventions and to convey assessment results in a family-centered, culturally competent manner using both oral and written communication.

PLACEMENT THREE

Overview of Specialization Placement

At present, five different specialization placements constitute the third major component of the internship year. All specialization placements involve supervised clinical service. Interns will develop a caseload comprised of child/adolescent/or family patients from within a particular specialty program. Specialty programs are distinguished from one another by the nature of the client population. For this reason, the focus of clinical services may vary greatly among placements. However, all are structured around a weekly didactic and/or case conference program led by a team of faculty psychologists. For each specialty rotation, a faculty member working within that area provides individual supervision. All specialty rotations emphasize consultation and intervention, applications of psychological assessment, and participation in an interdisciplinary milieu.

Specialization Placements:Pediatric Psychology Specialty Placement

The Pediatric Psychology Placement emphasizes training emphasizing the role of psychology in a health care setting. This placement focuses on consultation and intervention services for children receiving medical care at CHLA. In this placement, the intern will have an opportunity to be a member of and receive referrals from one or more of the following medical teams: Craniofacial/Division of Plastic Surgery; Nephrology; the Childrens Center for Cancer and Blood Diseases; The MAGIK Pain Management Program; Endocrinology; and the solid organ transplant programs at CHLA. In addition to providing individual psychotherapy for children and adolescents coping with illness, the intern will have the opportunity to participate in medical team rounds, advocate within school settings, conduct assessments, and provide group therapy. Emphasis in supervision and didactics will be placed on Evidence-Based interventions in the field of pediatric psychology.

Early Childhood Mental Health Specialty Placement

The Early Childhood Mental Health Specialty Placement is designed to provide exposure to a variety of clinical and consultative models appropriate for working with children of ages birth to five years, their caregivers/families, and community agencies that serve them. Young children referred to the program include infants and toddlers in foster care or exposed to abuse or neglect, preschool-aged children with acting out behaviors, young children with chronic medical conditions, and children with co-occurring developmental disabilities (including autism spectrum disorders) and mental health needs. The placement offers training experiences in relationship-based and behavioral interventions with young children, as well as training in evidence based practices applicable to this age group. Specific models taught include Interaction Guidance dyadic therapy, Floortime therapy, play therapy, and family therapy. Services may be provided in the clinic, in-home, or in preschools, and include extensive collaboration with referring agencies. Interns in this placement are supervised by faculty who have expertise in the area of early childhood mental health. In addition to individual supervision, interns attend a weekly seminar focusing on a range of topics related to

early childhood mental health, and weekly group supervision using videotapes.

Enhanced Assessment Placement

The Enhanced Assessment Placement for pre-doctoral psychology interns is designed to provide a specialization placement focusing upon psychological assessment approaches with children and adolescents (age 3-20) and their families or caregivers. The placement offers didactic, observational and/or supervised training in the psychodiagnostic and neurodevelopmental assessment within a variety of interdisciplinary clinics such as the Early Childhood Clinic, Feeding Clinic, Foster Care Hub and School-Aged Clinic (SAC). Faculty supervises interns in this placement with expertise in assessment measures including the Autism Diagnostic Observational Schedule (ADOS), brief psychoeducation assessment approaches, Trauma-Focused screening and assessment, as well as measures for non-verbal and bilingual populations. The Enhanced Assessment Placement also includes participation in a weekly didactic seminar and case conferences. The seminar focuses on psychodiagnostic assessment, treatment planning, research, and intervention models informed by psychological assessment led by training program faculty and advanced post-doctoral fellows.


Project HEAL Specialty Placement (Trauma Psychology)

Project Heal offers training in a variety of clinical interventions for traumatized children and families, including Trauma Focused Cognitive Behavior Therapy (TFCBT), directed play therapy, and sand tray therapy. Trainees develop cultural competence in providing trauma-informed treatment to a diverse population. The children and adolescents served by Project Heal may be coping with intergenerational trauma, homelessness, foster care, adoption, or developmental disabilities in addition to their own traumatic experiences. Intern training includes supervised individual, family, and group therapy, weekly trauma didactic and case conferencing and collaboration with experienced trauma therapists.

Adolescent Medicine Specialty Placement

The mission of the Division of Adolescent Medicine is “to promote and advocate for the well-being of





adolescents, their families, and communities.” In accordance with this mission, the Behavioral Services Program at the Division of Adolescent Medicine is an integral part of a comprehensive treatment team providing adolescents and their families with a range of services to address their unique needs. This placement offers interns opportunities for training and interdisciplinary collaboration working with patients with multiple clinical and case management needs. The client pool includes a diverse, primarily low-income population of adolescents and families referred for services by physicians specializing in adolescent medicine and other health providers in surrounding communities, schools, probation departments, and other entities. Common diagnostic concerns include family problems, depression, disruptive behavior, eating disorders, substance abuse, transitional age, and sexual identity issues. Intern training includes supervised individual, family, and group therapy, weekly didactic and case conferencing and collaboration with experienced adolescent medicine therapists, physicians, and other health care providers.

STIPEND, VACATION, AND FACILITIES

The program offers a yearly stipend in the amount of \$23,670. A benefit package including health and dental insurance is also provided to interns and their dependents. This benefit package is offered at no cost to interns. Interns receive 10 days of vacation and six additional holidays (New Years Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, Christmas).

The USC UCEDD offices are designed to accommodate both clinical service and interdisciplinary training. Clinical offices are available for client care, some equipped with one-way mirrors. An elaborate video-conferencing facility is integrated into some clinic spaces, and several rooms are equipped with audio/visual observation equipment. Assessment and observation rooms are available for individual and group clinics. The USC UCEDD provides all assessment materials and equipment, including audiovisual equipment and computer-scoring materials. Interns are provided dedicated office and training spaces. These are state of the art clinical and training spaces that afford each intern his or her own computer, phone and workspace. The CHLA library for reference and research is also available.

APPLICATION AND SELECTION PROCESS

The USC UCEDD Predoctoral Internship utilizes the uniform application developed by the Association of Psychology Postdoctoral Internship Centers (APPIC). This internship program agrees to abide by the APPIC policy that no person at this training facility will solicit, or use any ranking-related information from any intern applicant. Information regarding the internship is available at www.uscuceddtraining.net and is distributed solely through communication by e-mail with Dr. Sara Sherer at ssherer@chla.usc.edu. All materials must be received by the **November 1, 2010** deadline. **Applicants must complete the AAPI on line on the APPIC website, and make sure to upload the additional documents requested below.** Prospective candidates will be notified by via e-mail on *December 15, 2010*, whether or not they were granted an interview. Interviews are held during the month of January 2011 and these on-site interviews weigh heavily in the matching process. Interviews will be offered only to applicants who have submitted a complete application file and only after these files have been screened by faculty committees. Applicants who wish to be considered for interviews should submit application materials prior to **November 1, 2010**.

The following items constitute a complete application:

1. A completed **APPIC Uniform Application**.
2. A current **curriculum vita**.
3. **Transcripts** of all graduate level coursework.
4. A **psychoeducational evaluation** of a child or adolescent with all identifying information removed.
5. **Three letters of recommendation** from current graduate school faculty and practicum placement supervisors.

With inquiries, please contact Evelyn Cook at ecook@chla.usc.edu

The program contact information is:

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