



PREDOCTORAL CLINICAL PSYCHOLOGY INTERNSHIP

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CARES PSYCHOLOGY INTERNSHIP PROGRAM

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Introduction

The Pre-doctoral Internship Program in Developmental Disabilities at CARES, Inc. follows a Practitioner-Scholar Model of clinical training incorporating 1,600 hours of supervised clinical experiences. APPIC and APA Accreditation are being sought.

2-4 Pre-doctoral interns will participate in a 12-month training program in the year 2018-2019

CARES Training Program in Clinical Psychology

Overall Goal of the Training Program

The goal of the CARES Clinical Psychology Internship Program is to prepare doctoral candidates for careers as psychologists who are proficient in assessment and intervention for children and adults with Autism, Intellectual and Developmental Disabilities. Particular emphasis is given to intensive training in ABA, behavioral therapy, diagnostic testing and comprehensive report writing.

A core focus of internship training is the impact of multicultural values, language, and behavioral principles on the therapeutic process. The vast age range of individuals served at CARES (birth to adulthood) allow for rich experience of how developmental disabilities manifest themselves across the life span. CARES programs serve a historically underserved population of recent Chinese and Hispanic immigrant families. Many staff are bilingual and we can provide interpretation in the language of the client. Our clinicians develop targeted culturally sensitive behavioral interventions to help our clients enhance their skills and achieve personal outcomes across multiple settings. This multicultural diversity provides interns with a profuse opportunity to observe and learn how diversity informs and interfaces with clinical practice.

The internship year facilitates a smooth transition from doctoral study to professional functioning through acquisition of advanced clinical skills that integrate theory and practice. Clinical experience along with didactics and supervision assist interns in developing critical thinking, self-reflection, and interpersonal skills to provide the tools and strategies which will be needed throughout the course of their career.

Training Goals and Objectives

Our training program has identified the following goals and objectives to be achieved over the course of the CARES internship.

Goals	Objectives
1- Competence in methods of assessment and diagnosis.	a. Apply knowledge of clinical interviewing and assessment methods. b. Gain skills integrating data from a variety of sources to conceptualize diagnosis.
2- Develop competence with therapeutic interventions.	a. Acquire skill in setting treatment goals. b. Acquire skills in intervention. c. Acquire skills in tracking progress.
3- Cultural competence and understanding of diversity.	a. Develop sensitivity to diverse client populations. b. Enhance ability to modify/apply appropriate assessment and treatment for diverse populations.
4- Achieve competence understanding client needs and perspectives.	a. Facilitate skill of adjusting approaches to needs and perspectives. b. Increase ability to discuss disabilities with clients and families.
5- Understand Ethical practices.	a. Learn to identify ethical challenges. b. Learn to conduct him/herself according to APA ethical guidelines. c. Apply ethical principles to practice.
6- Participate as member of multidisciplinary team.	a. Enhance consultation skills with other professionals. b. Improve ability for accurate and comprehensive documentation of services and approaches.
7- Apply evidence based knowledge to practice.	a. Enhance intern's ability to evaluate the research literature relating to evidence based practice. b. Support intern's ability to apply evidence to clinical practice.
8- Learn models of supervision, roles and responsibilities.	a. Expose interns to diverse supervisory styles. b. Broaden intern's knowledge and application of supervision models.
9- Gain competence in program evaluation.	a. Develop intern's knowledge of program evaluation. b. Increase intern's skills in implementing program evaluation.
10- Develop competence applying behavioral methods of assessment and treatment.	a. Increase intern's knowledge of the principles of behavioral assessment and treatment. b. Develop intern's skill in applying behavioral treatments. c. Teach interns to perform Functional Behavior Analysis. d. Develop intern's skills in methods of documenting, evaluating and interpreting behavioral data.

Mission of the Program

The mission of the CARES Psychology Internship Program is to prepare doctoral candidates for careers as psychologists who are proficient in assessment and interventions for individuals from young children to adulthood who are diagnosed with Autism, Intellectual Disability and other medical/genetic conditions. The importance of personal and professional growth is emphasized in all aspects of the training program. The Program is dedicated to upholding the highest standards of ethical and professional conduct. Furthermore, the Program takes pride in its past trainees who have obtained state licensure and employment in a variety of settings.

Philosophy of the Program

Designed in the Practitioner-Scholar Model, the Program consists of training experiences to facilitate a smooth transition to professional functioning, through acquisition of advanced clinical skill that integrate theory and practice. Interns carry caseloads of children, adolescents and/or adults with disabilities, and provide services to groups and/or families.

All interns obtain advanced training in assessment, diagnosis and evaluation, and exposure to numerous intervention and treatment modalities. Interns gain expertise in behavioral intervention, individual psychotherapy throughout the lifespan, outpatient assessment and treatment, and family and group psychotherapy.

Interns gain skills and knowledge by working side by side with supervising psychologists. This apprenticeship model allows for frequent direct observation of supervisors, as well as immediate consultation, feedback, and teaching. Regularly scheduled and intensive supervision is conducted according to cognitive and behavioral theoretical orientations. Throughout supervision interns are challenged to explore and self-reflect on their learning and clinical decisions. Supervisors work in close proximity with interns, and are readily available to teach, supervise, mentor, and consult them on clinical decisions.

Psychology Interns work with multidisciplinary teams that include Board Certified Behavior Analysts, Special Education Teachers, Social Workers, Speech and Language Pathologists, Occupational and Physical Therapists and Nutritionists. This working environment provides a unique opportunity for collaborative learning and leads to a more holistic understanding of the individual from various facets.

We believe that the internship program is a mutual learning experience. Interns bring a fresh perspective and new ideas that provide the opportunity for supervisors to keep pace with new trends in the field. Their background and experiences add depth to the learning atmosphere in the program and they provide a vital level of energy and enthusiasm to the supervisory process. This allows them to grow professionally and also contribute to the growth of their supervisors.

Professional Development over the Internship Year

The major goal of the Training Program is to gradually develop interns' competence in successfully performing their task as a psychologist. Interns are expected to increase their autonomy within all components of the Training Program. These competencies are assessed on three levels: Basic, Intermediate, and Advanced. Each of these levels is defined below as they specifically relate to each competency area.

Assessment:

Basic:

The focus of this level is mastering the principles of clinical interview and basic assessment strategies, and choosing appropriate tests for evaluation. Interns are provided with opportunities to observe and then demonstrate administration of basic psychological assessment under supervision.

Intermediate:

Interns advance to performing psychological evaluation independently. They are expected to conduct, administer and score tests accurately, and write organized testing reports in a timely manner. Interns at this level gain mastery in analyzing test scores and understanding of tests in terms of client diagnosis, behavior, and brain functioning.

Advanced:

Interns expand their mastery in the array of assessment tools required for diagnostic evaluations. They assume greater autonomy in performing comprehensive assessments. They are expected to fully integrate multiple sources of clinical information in their assessments and diagnosis (test scores, clinical interview, diversity factors, client history, previous reports and medical information where appropriate). Interns give case presentations of the full process of evaluation beginning with the reason for referral, assessments conducted, diagnoses and recommendations.

Clinical Interventions:

Interns are assigned clinical cases with regards to the case complexity and the intern's ability to address the treatment needs of the client.

Basic:

Interns are taught how to deliver effective behavioral intervention and provide psychotherapy. Through modeling and observations interns are trained and coached extensively in the aforementioned skills. Interns at this level demonstrate ability to develop rapport and establish therapeutic relationship with clients.

Intermediate:

Interns advance to interact independently with clients. Their responsibilities increase to provide individual and group psychotherapy as well as comprehensive psychological assessment. At this level, interns are expected to successfully carry out treatment plans, write appropriate clinical notes, and demonstrate the ability to manage limits/boundaries in the therapeutic relationship, assess and modify diagnoses as appropriate.

Advanced:

Interns at this level are expected to demonstrate increasing autonomy in planning interventions and assume greater leadership. They are able to develop treatment plans, formulate comprehensive case conceptualizations, treat a variety of diagnoses, and apply research and theoretical orientations to treatment.

Supervision:

Basic:

Interns learn through observation and modeling. At this stage, they are expected to demonstrate readiness to identify when, why and how to intervene. Interns at this level are able to successfully engage in the supervisory relationship, seek supervision when appropriate, and discuss diagnoses and treatment plans.

Intermediate:

As interns gain competency with the basic responsibilities of a given rotation, supervisors will gradually expand the range of clinical opportunity and interventions expected of interns. Interns at this level are expected to discuss psychotherapy process and obstacles to progress, engage in anticipatory planning of treatment, joint problem solving, and review short and long term treatment strategies. Interns will also develop their ability to apply research and alternate therapy approaches learned in supervision to therapy cases.

Advanced:

Interns exhibit greater level of independence when planning and applying clinical intervention and assessment. They are able to discuss more complex psychotherapy processes in supervision and apply supervision knowledge with other health professionals. At this stage supervision shifts toward a consultation model.

Diversity Training:

Basic:

Interns demonstrate an awareness of diversity factors in multiple populations and develop greater understanding to various cultures.

Intermediate:

At this level, interns are capable of recognizing how cultural diversity may affect the therapist and client in clinical treatment and assessment. They are able to process diversity factors in supervision.

Advanced:

Interns identify diversity factors which may affect intervention and therapy. They demonstrate a greater level of autonomy of processing and reconciling diversity factors when performing clinical assessment and intervention.

Ethics and Professional growth

Basic:

Interns are expected to conduct themselves professionally. They demonstrate responsible work habits, follow all policies of the agency, meet deadlines and keep accurate records. They show sensitivity to diversity and professionalism when interacting with staff and client.

Intermediate:

At this level, interns increase their confidence in conducting psychotherapy and psychological assessments applying ethical principles. They are able to understand and demonstrate their specific role as a psychologist on a multidisciplinary team, and recognize how their role is distinct from other disciplines. They can accept and effectively utilize feedback from supervisors to improve their clinical skills. They are able to better define career goals and express case conceptualizations that are based in research and theory.

Advanced:

Interns gain competency in their roles as evaluator, diagnostician, and therapist. They demonstrate capability to apply ethical principles to clinical practice. Interns are able to demonstrate more of a leadership role in their clinical opinions with interdisciplinary team members and supervisors.

The Context of the Training Program

Agency Background

CARES, Inc. is a nonprofit organization, which has served over 6,000 children and adults with Autism Spectrum Disorder (ASD) Intellectual Disabilities and other Developmental Disorders, and their families since inception in 2005. The CARES clinical population is extremely diverse, including individuals from a wide array of cultures, disabilities, ethnicities, religions and socio-economic levels represented in the New York City Metropolitan area. CARES' programs serve a historically underserved population of recent Chinese and Hispanic immigrant families who are caring for children with significant impairments such as ASD, Intellectual and Developmental Disabilities. Many staff are bilingual and we can provide interpretation in the language of the client. Our clinicians develop targeted culturally sensitive behavioral interventions to enhance skills and achieve personal outcomes across multiple settings.

CARES directs three primary treatment programs, Early Intervention, Clinical Services and Adult Day Habilitation. All CARES programs employ a multidisciplinary team approach, involving licensed psychologists, Board Certified Behavior Analysts, social workers, speech pathologists, occupational therapists, physical therapists, and nutritionists. Families are afforded the opportunity for the children to participate in CARES in home and off site Respite and Community Habilitation programs.

The Pre-Doctoral Internship Experience

Clinical Rotations and Placement

Interns will be exposed to and rotate between CARES primary treatment programs – Early Intervention, Clinical services provided through Grants and CARES Article 16 Clinics (certified treatment facilities that provide clinical services for individuals with developmental disabilities and their families) and Adult Day Habilitation for young adults who are recent high school graduates.

Our Early Intervention program serves approximately 500 children and families each year. Children range in age from birth to 3 years. Early intervention services are provided in a variety of settings. This can include the child's home, community settings and our early intervention classroom based program. Services can be provided in community settings such as daycares, at the playground, supermarket, community center and other appropriate community locations. Interns will receive rigorous ABA training and provide 1:1 therapy, parent counseling and family training. Our Early Intervention Centers provide curriculum based classroom instruction using the principles of Applied Behavior Analysis (ABA). Methods include Discrete Trial Training, Natural Environment Teaching, and Social Skills Groups for toddlers who are diagnosed with Autism.

CARES operates Article 16 clinics, which are licensed by New York State. Our clinic settings provide diagnostic psychological assessments as well as therapy for individuals and their families. Interns will develop clinical proficiency in theories and methods of psychological assessment and diagnosis. Interns will have the opportunity to deliver individual, family, and group therapy. Additionally, CARES has several grants which provide the provision of diagnostic psychological assessments and/or the provision of therapeutic services to residents of various boroughs in NYC.

CARES provides Community Habilitation, Respite and Adult Day Habilitation to children and young adults with developmental disabilities, Community Habilitation and respite services are provided to approximately 400 individuals and their family members each year. Adult Day Habilitation is provided in center and community based settings and serves post-high school students with a vast array of developmental disabilities. Community Habilitation focuses on developing and enhancing skills in areas such as Daily Living Skills, communication and social interactions, prevocational evaluations and training, and self-advocacy. In these programs, interns will be trained to provide individual and group therapy to decrease behavioral challenges, develop treatment plans to achieve personal goals, support individuals to participate in integrated community settings and provide behavioral consultation to direct support professionals. Interns will be trained in a variety of integrated community locations. These can include recreational sites and trips to many places of interest.

CARES programs employ multidisciplinary teams consisting of Psychologists, Certified Special Educators, Board Certified Behavior Analysts, Speech and Language Pathologists, Occupational, Physical Therapists and Nutritionists where appropriate. This interaction and approach affords interns a rich array of experiences across a broad range of disciplines.

CARES conducts an active ongoing research program. Topics addressed include analyses of various behavioral methodologies, interventions and curricula to evaluate efficacy. Interns with a keen interest in pursuing research may have the opportunity to participate in the ongoing CARES research studies; this may take the form of performing pre or post assessments, data collection, statistical analyses, literature reviews and other potential contributions.

Curriculum Training Topics

Introduction to Internship Program
Introduction to Intellectual and Developmental Disabilities (ID /DD)
Identification of Abuse in Vulnerable Populations
Biological Bases of Developmental Disabilities
ASD 101
Clinical Interviewing
Behavioral Assessments and Interventions
Bayley Scales of Infant and Toddler Development
ADOS Training
Functional Behavior Analysis
Genetic Causes of ID/DD
Seizure Disorders
Principles of CBT
Developmental Milestones and Red Flags
Early Intervention in NYS - Assessment and Intervention
Speech and Language Disorders
Choking and Aspiration, Symptoms and Diagnoses
Nutrition & Feeding Disorders
Physical Therapy for Children and Adults with ID/DD
Sensory Issues & Treatment
Challenging Behaviors
Psychopharmacology
Cultural Competence and Diversity
Parent - Child Relationships
Conducting Effective Parent Training
Promoting Positive Relationships
Family Support
Social Service Systems
Community Integration
Person Centered Planning
Community Based Assessments
Managing Challenging Behavior in the Community
Vocational Assessments and Intervention
Program Evaluation
Other topics as needed

Intern Selection Criteria

The CARES Psychology Intern Program follows the standard Association of Postdoctoral Psychology Internship Centers (APPIC) guidelines and participates in the APPIC match program (APPI) for intern selection. This internship site agrees to abide by the APPIC policy that no person at the training facility will solicit, accept, or use any ranking-related information from any intern applicant.

Applicants should provide information including graduate school transcript, curriculum vitae, a (redacted) psychological evaluation, and three letters of reference. Acceptance to the program after the match is conditional upon successful completion of background and fingerprint checks. A current medical form evidencing general good health and the required vaccinations is necessary for participation in the CARES Internship program due to Department of Health regulations.

Members of the Training Committee review all applications submitted. Special focus is given to applications which show that the candidate possesses a strong interest in individuals with Developmental Disabilities. Applications by candidates coming from Clinical, Counseling, School, Developmental, Neuropsychology and Health Psychology programs (Ph.D. and PsyD) may be accepted. Preference is given to applicants from APA and CPA accredited programs.

Qualified applicants are contact by email or phone for interviews. Interviews are mandatory and are conducted in person. Interviews are a two part process; interviewees who pass the first section will be invited for a second interview which will include interacting with a child and young adult. Applicants selected for interview will be interviewed by the Training Director and a staff psychologist. Interviews are rated based on the applicant's demonstration of clinical knowledge, potential for participation in supervision, professionalism and ethics.

Candidates must have completed all academic course and comprehensive examinations leading to a doctoral degree prior to the start of the internship. A minimum of 600 hours of supervised practicum experience in child or adult settings is a preliminary requirement. We prefer applicants who have completed at least ten integrated psychological, psychoeducational or neuropsychological reports.

Applicants from minority and/or disability background or who are fluent in another language are strongly encouraged to apply.

Questions regarding the program or application procedure may be addressed to:

Sharon Shkedi, PsyD
Training Director
CARES, Inc.
465 Grand Street,
2nd Floor
New York, NY 10002
212-420-1970
sshkedi@caresnyc.org

Benefits and Human Resources

Interns receive a yearly stipend of \$36,000 which is paid semimonthly. All required deductions for federal, state and local taxes and all authorized voluntary deductions are withheld automatically from the paycheck. Arrangements for direct deposit of paychecks can be made through the Human Resources. Funds for the internships come from the clinical services, donations and state contracts which CARES obtains.

The agency provides vacation time to ensure that its employees have adequate rest from their job responsibilities. Interns are entitled to two weeks of paid vacation, and six paid personal or sick days. CARES observes many national and Jewish holidays and provides time off with pay. If a holiday falls on a Saturday or Sunday, interns may be granted either the preceding Friday or the following Monday off at the discretion of the agency. Additional time off is available for health related absence, bereavement and work related conferences.

Cultural Diversity and Statement of Nondiscrimination

Cultural and Individual Diversity

CARES is committed to supporting cultural and individual diversity. CARES' didactic and clinical trainings are designed to increase understanding and sensitivity of cultural and individual diversity. We welcome candidates from various racial, ethnic, religious and cultural backgrounds. Both client population and staff are representative of the diverse makeup of New York City. The Program makes ongoing efforts to recruit and maintain a composition of diverse staff.

Statement of Nondiscrimination

CARES is committed to the principle of equal employment opportunity. Applicants are reviewed on the basis of Staff Member merit. Under no circumstances will CARES discriminate on the basis of sex, race, creed, color, religion, national origin, ancestry, age, marital status, sexual orientation or preference, disability which can be reasonably accommodated, veteran status, or any other protected characteristic as established by law.

This policy of Equal Employment Opportunity applies to all policies and procedures related to recruitment and hiring, compensation and benefits, termination and all other terms and conditions of employment.

The Training Program Faculty

Sharon Shkedi, PsyD
Peter Vietze, Ph.D.
Leah Esther Lax, Ph.D.
Elizabeth Diviney, Ph.D.
Chana Tilson, M.A., BCBA

Accreditation Status

Self-Study in Progress

Policies and Procedures

A Policies and Procedures Manual is given to interns during orientation. Key policies and procedures are reviewed with interns during orientation. Policies and procedures are available for internship applicants upon request.

Due Process and Grievance Procedures

An intern's performance is evaluated a minimum of twice yearly unless otherwise warranted. However, at any time during the internship, actions of an intern which place clients at risk of harm or which violate agency standards may result in immediate termination of intern. When any evaluation procedures are undertaken the results of the evaluation are shared with the appropriate liaison for the intern's doctoral program.

I. Definition of Problematic Behavior

During the course of the internship, situations may arise in which the intern's level of performance, attitude, willingness to perform duties or inability to control personal reactions may interfere with the intern's professional functioning to a degree that rises to a level of a problem in the opinion of the intern's supervisor. Such behaviors may include but are not limited to:

- Failure to follow through on supervisor's recommendation(s) as identified in supervision
- A skill deficit that cannot be improved by intervention through supervision
- Behaviors which require an inordinate amount of attention from the supervisory staff
- Behavior that negatively impacts client care
- Behavior that negatively affects the intern's ability to function on a team
- Behavior that violates agency standards

II. Remediation and Sanctions

Behaviors, which in the opinion of the supervisor, are amenable to remediation, will proceed at the stepwise system of intervention outlined below. Behaviors which the supervisor feels are not amenable to remediation will result in consultation with the interns program liaison and may result in interns immediate dismissal from the program.

Verbal Warning - the supervisor meets with the intern, reviews the situation and emphasizes the serious nature of the situation:

Written Warning - if the problem is not corrected within a prescribed time period, the intern receives a written warning which contains:

- A Description of the problematic behavior
- The actions needed for remediation
- A Time table for corrective action

This document along with the intern's written response, if any, will become a part of the intern's personnel file.

In addition:

- The intern's program liaison will be informed of the situation
- The verbal warning which previously occurred will be documented
- The intern's program liaison will be asked to become involved in addressing the situation

Remediation Plan - A remediation plan will be determined by the supervisor, in consultation with the intern's program liaison, which may include the following:

- Increased levels of supervision
- Additional didactic training (if necessary)
- Time period over which progress will be evaluated

Probationary period - During the time during which the remediation plan is carried out, the intern will be on probation. During this period the intern will receive:

- Increased supervision
- A letter specifying reasons for unacceptable ratings, recommendations for change, time frame expected for change and the evaluation procedure

Dismissal from the internship - If after corrective measures have been taken, the intern is unable or unwilling to correct the problematic behavior, the intern will be dismissed and the intern's academic institution will be informed that the intern will not complete the internship.

III. *Due Process-the intern's response*

The intern has the right to respond to the actions taken with regard to problematic behavior and to be assured that the process of intern evaluation is fair and not personally biased. In order to ensure this, the following procedures are in place:

- Written policies and procedures are provided at the inception of the internship
- Any resulting questions of the intern are addressed at the initiation
- Routine written evaluation procedures as noted above, are scheduled during the internship
- Interns are given adequate time to respond to actions taken by the program

Grievances - If an intern experiences problems with the training program due to allegations of:

- Poor or absent supervision
- Unreasonable workload
- Unreasonable scheduling.

The intern should try to settle them in the following sequence:

- Attempt to settle them informally
- Bring the problem to the attention of the program liaison of intern's program
- Submit a written complaint to the supervisor setting forth all details which intern is alleging to the supervisor. Supervisor will convene a Compliance Committee meeting within 7 days to review the complaint.

The review process will include the following:

- A review of the written complaint and any relevant data
- A report, including recommendations, will be prepared by the Director of Compliance within 7 days
- A decision as to the resolution of the problem will be made by the Director of Compliance within 7 days of the report