

**MSPP INTERNSHIP CONSORTIUM  
IN CLINICAL PSYCHOLOGY**

**CONSORTIUM INTERNSHIP  
BROCHURE**

## **Introduction**

This internship Consortium in Clinical Psychology is exclusively affiliated with the Massachusetts School of Professional Psychology (MSPP).

From the very beginning MSPP was designed with a practitioner or professional model of training. The program philosophy is one that deems training in professional psychology to be most effective when theoretical learning and practical applications occur simultaneously, and their integration is actively facilitated as part of the learning process.

The exclusively affiliated MSPP Internship Consortium in Clinical Psychology extends this imperative by providing a range of well-coordinated professional training experiences across five training sites in the community. For two years, either at one agency/institution or at two different institutions, interns spend between 27 hours per week at consortium internship sites. Included in this time is attendance at shared weekly consortium training seminars held at MSPP and led by an MSPP faculty member with contributions from supervisors from the different sites as well as by various MSPP faculty members and guest presenters. A total of 2000 internship hours, in no more than 24 months, is required.

## **Half-Time Internship Sites**

The MSPP Internship Consortium is comprised of the following five training sites:

### **Faulkner Hospital** (27 hours per week; 10 months)

Faulkner Hospital is a 150 bed non-profit, JCAHO accredited, community teaching hospital located in Jamaica Plain, just 3.4 miles from the Longwood medical area, and across the street from the Arnold Arboretum.

This site's orientation is primarily psychodynamic, with a multi-disciplinary staff. The training experience is on a twenty-four bed adult inpatient psychiatric unit and a partial hospital program. It is designed to give interns an intensive experience in the care of acute patients.

### **Lynn Community Health Center** (27 hours per week; 20 months)

Lynn Community Health Center is a JCAHO accredited, private nonprofit multi-service licensed clinic for the practice of medicine, mental health, and substance abuse services, dental services, and pharmacy.

Interns participate in the provision of the behavioral health services for all ages which includes: consultations to families, schools, and community agencies; and integrated holistic care.

### **Rhode Island College Counseling Center** (27 hours per week; 10 months)

Rhode Island College is a public comprehensive institution of higher education in Rhode Island.

The Counseling Center exists to help students fully develop their intellectual, emotional and social potential, and to alleviate the distress and conflicts which may interfere with that development. The center offers a wide range of services to assist students in their efforts to learn and thrive during a life stage and in an environment of both great opportunity and challenge.

**Roger Williams University Center for Counseling and Student Development** (27 hours per week; 20 months)

Roger Williams University is an independent, co-educational institution, accredited by the New England Association of Schools and Colleges (NEASC).

The Center for Counseling and Student Development is a university based department which is responsible for providing comprehensive psychological services to all full-time undergraduate students. The Counseling Center Staff has a commitment to meeting the special needs of individuals from diverse backgrounds, including difference of culture, race, gender, ability, and sexual orientation.

**Wediko Children's Services** (27 hours per week; 20 months)

Wediko Children's Services has provided behavioral health services for children, adolescents and families since 1934, originally as a therapeutic summer program in New Hampshire. Presently Wediko maintains both a summer residential and year-round residential school and treatment program, as well as a Boston school-based program to over 25 schools. The primary goal of the school-based program is to support and enhance the capacity of public schools to serve children with complicated psychiatric histories, unique learning needs and challenging behavior. The population serviced by Wediko is both racially and ethnically diverse as well as socio-economically disadvantaged.

**Training Philosophy and Goals**

The exclusively affiliated MSPP Internship Consortium in Clinical Psychology has been designed to provide a comprehensive training experience which assures the development of knowledge, skills and attitudes across the basic areas of Professional Psychology. Formal training in the areas of assessment, treatment, consultation, applied clinical research, supervision, administration and culturally competent practice with diverse populations comprise the core of the internship experience.

Interns participate in a full range of professional activities at the internship sites, consistent with the individual Intern's level of development and learning. The consortium structure allows for the availability of varied experience with patient populations and treatment modalities, in diverse communities and service systems while maintaining a continuity of structure and work-related involvement for trainees.

The MSPP Internship Consortium training is consistent with the National Colleges and Schools of Professional Psychology (NCSPP) model. The internship is based on this competency model of

training. The goal of the internship is to intensify and expand the interns' development in these areas. This occurs by offering increasingly more challenging experiences as well as a higher level of responsibility as the intern matures professionally.

The MSPP Internship Consortium, committed to high quality training in professional psychology, is designed to facilitate the accomplishment of the following eight internship goals.

## **GOALS AND OBJECTIVES**

### **I. Development of Psychological Testing/Diagnostic Assessment Skills**

- The intern will be able to gather appropriate history and background information on clients and make appropriate diagnostic formulations.
- The intern will be able to recommend the appropriate treatment, testing and/or referral.
- The intern proficiently chooses, administers, and interprets commonly used tests in his/her area of practice.
- The intern writes a well-organized psychological report, answering the referral question clearly and providing the referral source with specific recommendations for patient care.

### **II. Development of Psychotherapeutic Intervention Skills**

- The intern will be able to establish and maintain an appropriate therapeutic relationship with clients.
- The intern will be able to conceptualize client's problems in a theoretical framework and have awareness of different theoretical models and the rationale for choosing each.
- The intern will be able to select and implement appropriate empirically validated therapeutic techniques.

### **III. Establishment of Appropriate Professional Relationships/Development of Professional Identity**

- The intern will be prepared for supervision, and possess the ability to accept and utilize feedback from supervisors.
- The intern will demonstrate professional demeanor/attitude and behavior.

### **IV. Culturally Competent Work with Diverse Populations**

- The intern will possess the knowledge, skills, and attitudes to provide culturally competent psychological services.

### **V. Ethical Standards of Practice**

- The intern will have the ability to determine which ethical standards to apply in particular situations and adhere to those standards.
- The intern will demonstrate an understanding of relevant state and local laws, their interaction with the APA Ethics Code and their application to professional practice.

### **VI. Development of Consultation, Education, Program Development and Evaluation Skills**

- The intern will demonstrate knowledge, skills and attitudes appropriate for consultation.

- The intern will develop knowledge, skills and attitudes for effective psycho educational service delivery.
- The intern will become familiar with common methods of program development and evaluation and how those are applied at the training site.

#### **VII. Development of applied research skills**

- The intern will incorporate research/professional literature with clinical practice.

#### **VIII. Development of Supervision Skills**

- The intern will effectively establish a supervisory relationship and show an ability to give constructive feedback to a supervisee.

#### **Supervision**

Half-time interns receive a minimum of two hours per week of regularly scheduled, face-to-face, individual supervision from a licensed psychologist and 1 hour of additional individual or group supervision from a licensed mental health professional. Interns are matched with individual supervisors at the beginning of the training year based on site and specialty areas.

A minimum of four hours of additional training experiences occur weekly. Two of these hours are spent in MSPP Consortium seminars which are led by Consortium training supervisors and MSPP faculty. A seminar on Professional Practice, Diversity and Difference is held weekly at MSPP. Additionally, weekly seminars in Intervention and Assessment with site-specific populations are held at each of the individual internship sites.

Interns provide 1 hour per week of supervision to practicum students during the second year of their half-time internship.

#### **Training Seminars**

Professional Practice, Diversity and Difference Seminar meets at MSPP for two hours per /week for two years. It is led by Lionel S. Joseph, Psy.D. and involves other MSPP faculty members and outside speakers.. Included in this seminar is a monthly intern meeting with the MSPP Consortium Director. Topics covered include: ethics, empirically validated therapies, licensure overview, post-doctoral training, job search strategies, as well as topics of special clinical interest. The purpose of this seminar is to provide interns with relevant knowledge about the role of individual diversity in psychological phenomena and professional practice and to increase awareness of personal and professional issues pertaining to diversity and difference. Didactic and experiential information will be presented by experts representing many aspects of diversity to increase intern competency in treating diverse clients. Group discussion and a case presentation approach is utilized.

*Intervention and Assessment Seminars* are held at internship sites for two hours every week for one year and includes training on site-specific clinical assessment and interventions and aspects of psychological testing. Specific populations and disorders will be covered. These seminars vary by site.

**Training Staff**

**Core Training Supervisors:**

James Azar, Ph.D.
Carolyn Dennett, Psy.D.
Kevin Donnelly, Ph.D.
Randi S. Dorn, Ed.D., ABPP
Anne Gehrenbeck-Shim, Ph.D.
Lionel Joseph, Ph.D., Psy.D.
Susan Lafarge, Psy.D.
Thomas J. Lavin III, Ph.D.
Kathleen Meagher, Psy.D.
Debra Newborg, Psy.D.
Janet Park, Ed.D.
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Vivian Perez, Ph.D.
Denise Smith, Ph.D.
-----
Mark Wagner, Psy.D.
Anne Waters, Psy.D.
Angela Wilbur, Psy. D.
James Woodruff, PhD.
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Edward Zadavic, Psy.D.

**Other Agency/Institution Supervisors:**

Christopher Bailey, Ph.D.

Brian Faherty, Psy.D.

David Gleason, Psy. D.

Craig Jones, Psy.D.

Suzanne Palitz, Ph.D.

Ayanna Quinones, Ph. D.

Alan Roy, Psy.D.

Jeffrey Waitkus, Psy.D.

**Other Mental Health Professionals/Contributors to Program:**

Mark Alexakos, M.D.

Arash Ansari, M.D.

Summer Baidak, LMHC

Sophor Chhour, LMHC

Kristin Donovan, APRN

Joyce Forcier, LICSW

Nancy Hood, LICSW

Emily Johnson, BSW

Phil Larsen, LICSW

Richard Mollica, M.D.

Jose Morell, LMHC

Diana Parad, LICSW, ACSW

Kate Patton, LICSW

David Pearson, M.D.

Vivian Peterson, LICSW

Christine Rayner, M.D.

David Savitzky, M.D.

Tara Sayegh, RN

Romelyn Woodruff, LMHC, APRN

**Other Psychologist Contributors to Program:**

Harry Parad, Ph.D.

## **Direct Service**

*Assessment competency* is furthered by the administration of psychological tests and report writing, as well as diagnostic interviewing and client and program evaluation.

*Intervention competency* is addressed in the variety and diversity of clients seen, as well as the variety of treatment approaches and modalities of treatment utilized. Psychotherapy is conducted at all internship sites and many involve individual, group, couple or family therapy and may be brief or longer term. Crisis intervention is often part of internship experiences, either formally as part of the service responsibilities or informally as crises occur during ongoing therapy.

*Relationship competency* is achieved through the initial internship search (i.e., the interviewing process itself), as well as through peer relationship with other interns, supervisory and professional relationships with staff, as well as via client contact.

*Diversity competency* is demonstrated by an awareness and practice according to the APA Multicultural Guidelines (Appendix 3) and in so doing, promoting multicultural skills and competencies in practice. A weekly Consortium Seminar facilitates personal and professional awareness.

*Ethics competency* is demonstrated by the application of the current Ethical Principles of Psychologists and the Code of Conduct of APA (Appendix 2) in the analysis of ethically problematic situations addressed in the internship site in supervision and trainings and in the Consortium Professional Issues seminar.

*Consultation and Education competency* is addressed during internships through supervised clinical consultations to schools, parents, court systems, primary care physicians, other mental health professionals, faculty and the like, depending on the site. Also, psycho-educational opportunities are available through group interventions.

*Research and Evaluation competency* is viewed through clinical case presentations given by the intern in their interdisciplinary clinical setting, as well as through traditional research, doctoral projects, and program evaluation opportunities.

*Supervision and Management competency* is met as interns consult weekly with assigned practicum interns on a one-to-one basis. This supervisory experience is discussed in a supervision group with other supervising interns and led by an MSPP faculty member.

## Research

The practitioner-scholar model is greatly valued by the Consortium. Interns are encouraged and supported in their research efforts. Interns may participate in ongoing applied research projects conducted at their Consortium site and participate in supervisory and training discussions incorporating evidence based treatment. Interns are also required to attend at least three doctoral colloquia. Attendance and presentations at local and national conferences are encouraged.

### Weekly Schedule of Intern Activities (Sample)

<b>Hours listed are averages and activities may change each semester.</b>	First Year Half-time	Second Year Half-time
	<b>Hours/week</b>	<b>Hours/week</b>
<b>Training</b>		
Individual supervision	2	2
Group supervision	1	1
Consortium Seminars	2	2
On-Site Internship Seminars	2	2
<b>Sub-Total:</b>	7	7
<b>Direct Service</b> (face-to-face) (Intervention & Assessment)	10 -14	10-14
<b>Supervision &amp; Consultation</b>		
Supervision of Practicum Student		1*
<b>Administration</b>		
Staff Meeting-Charting-Case Notes etc.	6-10	6-10
<b>Total Average Hours:</b>	<b>27</b>	<b>27</b>
<b>* Note: MSPP Supervision of Practicum Students is in addition to internship hours.</b>		

## Evaluation

The two year half-time internship training experience is coordinated utilizing an Assessment and Planning conference which precedes each training year. The intern's academic advisor chairs this conference which is attended by the intern, the Consortium Coordinators and/or primary site supervisors from both the previous and forthcoming field sites. The intern, a selected peer, as well as another faculty member also attend this conference which is held prior to beginning each year of internship. During this conference, goals are developed for the intern's forthcoming subsequent internship year(s). Consistent with the MSPP philosophy of linking course work and field training,

each year of internship has a designated faculty member to integrate the two experiences. The advisor serves in this capacity as well as the instructors of the Advanced Clinical Seminar: Theory and Practice of Supervision course.

The MSPP Consortium Director reviews evaluations of both the interns and sites in numerous, ongoing ways to ensure that training goals and objectives are being accomplished and that the Consortium resources and processes are adequate.

In the fall of each internship year the Consortium Director consults with the primary supervisor as to whether the intern is at the anticipated level of performance at that time, along many dimensions (e.g., use of supervision, quality and quantity of service delivery, professional relationships and behavior) as well as if progress is being made toward goals specified on the intern's Field Placement Contract. If there are concerns/questions raised, consultations will occur between the necessary parties (the intern, primary supervisor, Consortium Director, faculty advisor). These consultations may be by phone or in a site visit.

At the end of the first half of the internship year(s), supervisors complete a the Mid-Year Evaluation Form (Appendix 6) (assessing the interns' performance to date. This evaluation is first shared with the intern and then is submitted to the Consortium Office for dissemination to the Consortium Director and the intern's academic advisor. If problems are evident, a consultation will ensue. If necessary, an intermediate Assessment and Planning Conference will be held and a written remediation plan devised.

When each training year is coming to an end, the primary supervisor submits the Final Internship Evaluation Form (**Appendix 7**).

The Assessment and Planning conference is the final evaluative experience of each training year. The intern's performance, both in the field and in the classroom, is discussed in an integrative manner. A critical review occurs determining if goals and objectives were met during the past internship experience and whether competency at the pre-doctoral internship level was attained. New goals and objectives are then constructed for the second half-time internship year and these goals are documented on the Field Placement Contract (**Appendix 5**). The primary supervisor for the upcoming training year signs the Contract to indicate agreement, as do the intern and faculty advisor.

To evaluate the quality and effectiveness of internship sites, both the intern and the Consortium Director are involved. Twice during each internship year, interns are required to complete a Site Evaluation Form (**Appendix 8**) documenting the quality of supervision and training, the adequacy of the site's physical resources, and the quality and quantity of opportunities to provide service delivery. These forms are reviewed by the Consortium Director and if areas of concern are noted, these are discussed with the internship site's Consortium Coordinator and/or primary supervisor. Plans for improvement or modification are devised and implemented.

In addition to site visits generated out of concern, the MSPP Field Education Office conducts routine site visits.

## **Stipend and Benefits**

Interns are expected to complete 2000 hours during their two year half-time internship experience with the Consortium. The stipend for half-time interns is \$8,500.00 yearly. In addition, interns receive the following benefits: 10 annual vacation days, 9 holidays, and sick leave.

### **Facilities**

Interns have professional office space furnished in a typical manner with desks, chairs, and telephone. Administrative/secretarial support services and office supplies are available as needed. Interns have access to computers and the internet at sites and/or at MSPP.

Consortium interns have unlimited access to the MSPP library, including use of twelve computers with internet access. Library services at MSPP have been designed to fully support the research needs of interns and faculty. The MSPP Library develops on an ongoing basis a core collection of books, scholarly periodicals, assessment materials, new reference materials, and audio-visual material. Acquisition of the latest materials in clinical psychology is stressed. The library has particularly committed itself to gaining access to computerized library services and networks. These efforts have resulted in the ready availability of comprehensive interlibrary loan services and access to the latest computerized and online bibliographic databases.

### **Housing and Recreation Information**

All MSPP interns are already living in the Greater Boston/New England area as they are in both classroom and half-time internships simultaneously. Some have specifically chosen this training model in order to stay in their community with their family. Boston is a culturally rich city offering entertainment in most venues—theatre, sports, music and art. The MSPP administration and the MSPP Student Coordinating Committee host various social and recreational events for interns as well.

### **Selection Criteria & Procedures**

Consortium interns are selected based on review of their academic record, clinical experience, letters of recommendation and a revised AAPI. All interested applicants are interviewed.

Preference is given to applicants with a strong interest and commitment to developing multi-cultural competency.

The Consortium application information is available on the internet at [www.mspp.edu/consortium](http://www.mspp.edu/consortium) and incorporates revisions. Applications are due January 3, 2012. Applications must include: cover letter, revised AAPI and current resume/vita. The internship generally begins in mid-August/September, depending on the track.

A more detailed description of the selection requirements and procedures can be found on the MSPP website, [www.mspp.edu/consortium](http://www.mspp.edu/consortium), in the document entitled Internship Consortium Selection Criteria and Procedures.

The MSPP Internship Consortium adheres to affirmative action policies.

Please direct all Consortium related inquiries to:  
Randi S. Dorn, Ed.D., ABPP  
Consortium Training Director  
randi\_dorn@mspp.edu

**Consortium Coordinators:**

Faulkner Hospital  
Consortium Coordinator: Kevin Donnelly, Ph.D.

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Lynn Community Health Center  
Consortium Coordinators: Angela Wilbur, Psy.D.

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Rhode Island College Counseling Center  
Consortium Coordinator: Thomas J. Lavin Ph.D.

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Roger Williams University Center for Counseling and Student Development  
Consortium Coordinators: Jim Azar, Ph.D.; Jim Woodruff, Ph. D.

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Wediko Children's Services  
Consortium Coordinator: Ed Zadavec, Psy.D.

**MSPP Consortium Interns**

Informational data of intern demographics, professional activities, and post-internship experiences is available from 2007 to the present in the MSPP Field Placement Office.

The MSPP Internship in Clinical Psychology, being exclusively affiliated with MSPP, abides by the following MSPP Equal Opportunity and Affirmative Action Policy Statement:

“The Board of Trustees of the Massachusetts School of Professional Psychology reaffirms its commitment to the policy of Equal Opportunity and Affirmative Action. This policy is of application to every aspect of employment, including the recruitment, hiring, and terms and conditions of service of all full-time and part-time employees. Personnel and admissions decisions shall be made in accordance with state and federal law and without regard to race, color, religion, sex, age, national or ethnic origin, sexual orientation, Vietnam-era veteran status, political beliefs, or disability unrelated job requirements”

It is the express purpose of this policy to provide all persons with equal employment and educational opportunities in an environment promoting cultural and individual diversity. MSPP Equal Opportunity and Affirmative Action programs have been and will continue to be developed to help us accomplish our objectives in this all-important area. Faculty and supervisory personnel are responsible for assuring that these programs and objectives are both implemented and achieved.