

Predoctoral Internship Program in Clinical Psychology for the 2012–2013 Internship Year



Advanced training in
behavioral psychology
and applied behavior
analysis



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About May Institute

May Institute is an award-winning nonprofit organization that provides educational, rehabilitative, and behavioral healthcare services to individuals with autism spectrum disorders (ASD) and other developmental disabilities, brain injury, mental illness, and behavioral health needs. Since its founding almost 60 years ago, May Institute has evolved into a national network that serves over thousands of individuals and their families annually.

The Institute operates nearly 200 service locations across the country. The Institute is an active center of research and training, maintaining affiliations with more than 50 universities, hospitals, and human service agencies worldwide.

In response to the tremendous increase in the prevalence of ASD, May Institute founded the National Autism Center in 2005. This May Institute Center is dedicated to serving children and adolescents with ASD by promoting best practices and offering comprehensive and reliable information to families, practitioners, and communities. In 2009, the Center's unprecedented multi-year project—the National Standards Project—established a set of standards for effective, research-validated educational and behavioral interventions for children with ASD.

Our newest initiative—to provide services to military dependents with autism—continues to expand. Our May Centers for Autism Spectrum Disorders offer effective treatment to children with ASD at over a dozen military installations throughout the country.



Program and Clinical Philosophy

The internship training program is based on the scientist-practitioner model of training. Our interpretation of this model holds that the scientist-practitioner psychologist selects clinical strategies based on research findings, references research literature while developing an intervention plan, collects treatment data using a valid methodology, shares findings at professional conferences or through publication, and understands the scientific limitations of the field at this time. This model supports an integrated approach to science and practice with the ultimate goal of developing a set of interlocking skills which foster a career-long process of assessment, intervention, investigation, and dissemination. Furthermore, our program is committed to broad-based training and supervised experiences in matters of ethnic diversity and multiculturalism that impact clinical practice.

Training in this model is through directly supervised clinical field training experiences (at least 1000 hours) in direct service. Issues of research and practice are applied and directly instructed during the following training experiences:

- individual and group clinical supervision;
- regular presentation of clinical work to faculty and peers, with faculty and peer feedback;
- participation in “Research Seminar,” a year-long seminar sequence covering the application of the scientific model for evaluating treatment outcome and the conduct of scientifically valid research;
- mentored completion of a clinical case study applying the principles of scientific psychology, suitable for professional publication or presentation; and
- mentored completion of a program evaluation project that uses established research methodologies.

Consistent with the scientist-practitioner model, our clinical philosophy holds that psychologists should use the empirically supported methods and strategies most suitable for the individual presentation and clinical population at hand. Our clinical approach is founded on behavioral psychology. Accordingly, interns learn how to apply the behavioral paradigm to address a variety of clinical problems and presentations. Strategies are drawn from the empirical literature and may include applied behavior analysis, functional behavior assessment, behavior therapy, cognitive-behavioral therapy, and dialectic behavior therapy. Any proposed treatment strategy that: can be empirically supported; has its efficacy measured; and has representation in peer-reviewed professional literature may also be considered, depending on the case, the setting, and the competence of the intern’s supervisor.



Training Model

The field training component of our program is structured around two training sites, a major and minor placement. This model was specifically designed to capitalize on the diverse training opportunities available at May Institute. Interns spend the majority of their time at a major placement site (60%, or three days) with the remaining time (40%, or two days) spent at their minor placement. Interns are matched to our program based on their major placement selection. Minor placements are assigned by program faculty following the results of a match determined by APPIC (Association of Psychology Postdoctoral and Internship Centers). A second option enables interns to rotate between two 6-month placements during the academic year. Currently, these placement sites include the May Center for Child Development and the May Center for Education and Neurorehabilitation.

The program is divided into four training tracks, each of which trains interns in the delivery of Psychological Services: Behavioral Health Services, Applied Behavioral Services, Pediatric Health Services, and National Autism Center (see “Training Placements” on page 4 for a complete description of training settings).

All internship placement sites train interns to function independently as psychologists. Thus, all interns are trained in the same clinical competencies regardless of training site. However, because each site may differ in service model and population, the site may have other requirements for meeting the competency standard.

Goals and Objectives of the Internship Program

Research and experience show that training is more likely to result in skill acquisition and use when it is focused on specific competencies. The more specific the training program is, the more likely that its goals will be attained. The Internship Program in Clinical Psychology is focused on helping interns attain competency in six specific domains: Clinical Assessment, Intervention, Clinical Research and its Practical Application, Diversity, Professional Skills and Ethics, and Supervision and Management (at the introductory level), described below.

Proficiency in Clinical Assessment

A psychologist is proficient in the most appropriate and valuable assessment strategies for the individual being served and the clinical situation being addressed.

Proficiency in Clinical Intervention

A psychologist is proficient in planning and implementation of empirically supported interventions appropriate for the individual being served and the setting where services are provided.



Proficiency in Clinical and Applied Research

A psychologist is proficient in the application of research knowledge and analytic skills to clinical services and clinical service delivery systems.

Proficiency in Clinical Issues of Diversity

A psychologist is sensitive to the influence of culture, ethnicity, and other individual differences (such as gender, age, education, economics, etc.) in clinical service delivery and is proficient at incorporating knowledge of individual difference and diversity into her/his practice.

Proficiency in Professional Skills and Ethics

A psychologist is proficient in the knowledge and application of the principles of the ethical practice of psychology. A psychologist is professional in conduct and demeanor while functioning as a psychologist. A psychologist is aware of standard paths to professional licensure and board certification.

Introduction to Clinical Supervision and Management

A psychologist understands the standards for clinical supervision, ethical issues inherent in supervision, and the basic principles of effective supervision and management.

In each of the above domains, specific, measurable outcomes have been identified. There are over 30 such outcomes. Throughout the internship year, interns are exposed to clinical situations or given specific assignments which will allow them to practice and refine the skills associated with each competency domain. Supervisors and other faculty observe interns at work, review their work during supervision, or review permanent products (such as reports or research projects) to continuously evaluate the intern's progress in each competency domain. This training strategy helps guide supervision and feedback most effectively—as interns achieve outcomes, they attain competence. More information about intern competencies and training outcomes may be obtained by contacting the Director of Training.

Competencies and Training Outcomes

- A competency is a complex skill—it is a skill comprised of multiple sub-skills.
- Membership in a profession is established when a person has the competencies of other professionals.
- The internship is designed to develop the competencies of the entry-level clinical psychologist.
- We set specific performance outcomes that help interns on the path to attaining competence.

Training Goal

Proficiency in Clinical Intervention

A psychologist is proficient in planning and implementing empirically supported interventions...

Outcome

The intern designed treatment plans incorporating strategies supported in the research literature.

Outcome

When asked by a supervisor, the intern could explain the relevant research which supports the interventions.

Outcome

During Intern Case Seminar present the intern demonstrated



Training Placements

The program is designed around four training tracks: **Behavioral Health Services**, **Applied Behavioral Services**, **Pediatric Health Services**, and **National Autism Center**. The 2012-2013 internship year placements are described on pages 6 and 7. Not all of these placement sites are available each year. They vary based on program needs and ability.

Behavioral Health Services placement sites deliver a range of outpatient, consultation, and day services across all age groups and presentations. These sites utilize clinical approaches primarily founded on the principles of behavioral and cognitive psychology. Clinical populations include adults, adolescents, children, and families with mild to moderate mental health disorders and developmental disability presentations; and adults with severe and persistent mental illness. Several placement sites have a large percentage of culturally and ethnically diverse clientele.

Applied Behavioral Services placement sites deliver consultation and direct services, primarily for children and adolescents with severe behavior disorders associated with brain injury, autism, mental retardation, and other developmental disabilities. The primary clinical approach is based on the principles of applied behavior analysis.

Pediatric Health Services placement site delivers outpatient, family, group, and consultation services for children with special healthcare needs and health conditions across development. Clinical approaches include behavioral, cognitive-behavioral, and applied behavior analysis in outpatient medical, clinic, and school settings. Primary diagnoses include developmental disabilities, behavior disorders, dual diagnoses (medical and psychiatric), and adjustment to chronic and complex medical conditions.

National Autism Center placement site delivers diagnostic assessment services and family consultation and education, primarily to children and adolescents and their families, who have not been diagnosed with an autism spectrum disorder in the past. Diagnostic services are applied utilizing a process approach to autism assessment, and are based on the established gold standard of autism evaluation. Consultation to families is provided through the Autism Spectrum Disorders (ASD) Clinic and a parent education series for newly diagnosed families and their children. Research opportunities exist through the National Standards Project.

Interns complete training at two sites (major and minor placements). Often the sites are within the same track, but crossing tracks is possible for applicants with prior training and experience appropriate for either track. Interns report working in the range of 45–60 hours per week.



Seminars

Seminars are an opportunity for interns to increase depth of knowledge in areas directly related to their clinical work. There is a year-long seminar series that addresses the application of evidence-based methods to clinical and systems problems, issues of professional and career development, and critical topics related to assessment, treatment, and research. In addition to didactic training, seminars enable interns to receive guidance and advice from practicing psychologists, peers, and recognized experts within and outside May Institute.

Stipend and Benefits

Interns receive a competitive stipend while participating in the program. May Institute offers health and dental insurance, basic life insurance, a 403(b) plan, and short-term disability. Interns also receive 20 days paid leave and 10 paid holidays.

Program Accreditation:

The program is accredited by the American Psychological Association*. The program is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). As an APPIC member program, May Institute agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

* This program is fully accredited by: American Psychological Association, Committee on Accreditation (CoA); 750 First Street, NE; Washington, DC 20002-4242; (202) 336-5979

2012–2013 Expected Training Placements

Behavioral Health Services Track (APPIC Program Code 171112)

May Institute Behavioral Health Services

2020R Centre Street
West Roxbury, Mass.



Interns receive training and experience in outpatient clinical services with a culturally, ethnically, and socioeconomically diverse population. The population also includes exposure to severe and persistent mental illness and complex “dual diagnosis” cases. Interns learn outpatient diagnostic and therapeutic skills, with direct opportunity for individual and group treatment with children, adolescents, and adults. Services may be provided at the clinic, in our day treatment program, and at schools.

May Counseling Center

95 West Street
Walpole, Mass.



This placement provides training and experience in the provision of outpatient psychological services to children, adolescents, and adults. These services include individual, family, and group therapy as well as consultation and psychological testing to community agencies. The populations include individuals with psychiatric and behavioral disorders, and a variety of other mental health problems including anxiety and stress-related problems, depression, and eating disorders.

Applied Behavioral Services Track (APPIC Program Code 171111)

May Center for Child Development

41/35 Pacella Park Drive
Randolph, Mass.



Interns at this placement participate in applied behavior analysis assessment and intervention with students (ages 5-22) who have autism and related developmental disabilities. Each intern maintains a clinical caseload, consults to classrooms, and contributes to research and peer review teams. Interns also work with senior clinical and educational staff on “systems” focused performance improvement projects concerned with instructional programming, curriculum development, behavior support, and staff training.

May Center for Education and Neurorehabilitation

596 Summer Street
Brockton, Mass.



Interns in this placement provide applied behavioral services to individuals who have experienced brain injury as a result of trauma or illness, and are currently served in a private school, and/or a community-based residential program. Interns conduct assessments of severe behavioral challenges, develop individual treatment plans, and provide behavioral consultation to support staff working with severely challenged clients. In addition, this placement provides opportunities for interns to participate in IEP and curriculum development and ongoing research activities.



Pediatric Health Services Track (APPIC Program Code 171113)

Fernandes Center for Children and Families
222 Milliken Boulevard
1st Floor
Fall River, Mass.



This placement is situated in a community-based outpatient hospital program focusing on pediatric and child psychological services. Duties may include; participation on an interdisciplinary, clinical team; outpatient behavioral treatment of a variety of child disorders (e.g., anxiety, depression, behavior disorders, developmental disabilities); the psychosocial aspects of medical disorders (e.g., medical adherence, living with chronic illness, school adjustment); and group-based treatments and consultation.

National Autism Center Track (APPIC Program Code 171114)

National Autism Center
41 Pacella Park Drive
Randolph, Mass.



Interns in this placement provide comprehensive neurodevelopmental evaluations to children and adolescents suspected of an autism spectrum disorder. Interns will have opportunities to administer, score, and provide written and verbal feedback to families of children ages 18 months to 21 years. Interns will receive comprehensive training in the administration of the Autism Diagnostic Observation Schedule, cognitive measures such as the Stanford Binet and Mullen Scales of Early Learning, and other specialized testing such as the NEPSY. Interns have the opportunity to provide therapeutic services to children and their families through the ASD Clinic. Interns also have the chance to co-lead our Parent Education Series, "Pathways." Participation in research activities (i.e. the National Standards Project) is also a possibility.

"May Institute's predoctoral internship program strongly supports our mission by providing the highest quality of training to the next generation of clinical psychologists and behavior analysts."

— Lauren C. Solotar, Ph.D., ABPP, Chief Clinical Officer, May Institute



Completion Requirements:

2160 hours of training (45 hrs/week X 48 weeks), which includes:

- At least 1000 hours of direct service
- Four hours per week of supervision (two of which are individual supervision)
- Satisfactory completion of two research projects (one clinical case study, one program evaluation)
- Rated as “Fully Competent” by supervisors and faculty on all training outcomes (competencies)
- Completion of the above requirements within 24 months of start date

Admissions Requirements and Application Process

The program is designed for advanced-level doctoral students in accordance with the specific standards set by the American Psychological Association (APA). Applicants from APA-accredited programs in clinical or school psychology are most competitive.

Admissions Requirements

Applicants must be in the process of completing a doctoral degree in professional psychology from an APA-accredited, degree-granting institution in the United States. Applicants must have completed appropriate practicum training (at least 1000 hours) which included delivery of professional psychological services appropriate for their targeted placement sites. Applicants must demonstrate ethical conduct and interpersonal skills appropriate to the professional practice of psychology. Applicants' interests and aptitudes must be in concert with our program's goals and objectives. Applicants should have an understanding of our program's philosophy and model of training. If an applicant's doctoral degree is in a field other than professional psychology, the applicant must be certified by a director of graduate professional psychology training as having participated in an organized program in which the equivalent of pre-internship training has been acquired at an APA-accredited, degree-granting institution in the United States.

Applicants are evaluated on the basis of academic preparation, practicum experience, letters of recommendation, and degree of fit between the applicant's goals and the goals of the program. May Institute does not discriminate on the basis of race, gender, age, ethnicity, sexual preference, or religious affiliation.

Application Process

Applicants must submit the following through the APPIC online application process:

- APPIC online application
- A letter of application listing their top three May Institute major placement sites (placement preferences utilized for arranging interviews and for no other purpose)
- Appropriate APPIC Program Code on the letter of application (see training tracks, page 7)
- Three letters of recommendation
- A copy of their most recent Curriculum Vitae
- All official graduate transcripts

NOTE: Once an individual has matched to this program, May Institute will conduct a criminal record check (CORI), as required by Massachusetts Law. In addition we require driving record checks of all employees. A final match is contingent upon the successful completion of the CORI and driving record check with the Department of Motor Vehicles.

Typically, select applicants participate in a series of interviews with program faculty, usually conducted on one of three days in January, along with other applicants. This format allows applicants the opportunity to meet several faculty, current and former interns, and clarify their understanding of the program model and requirements. An individualized interview process may be arranged as needed.



The deadline for
application is
November 15, 2011

Please follow the instructions
on the APPIC website
(www.appic.org) to submit
application materials.

Predocutorial Internship Program Class of 2010–2011



FOR MORE INFORMATION:

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