

Applewood Centers

Doctoral Internship in Clinical Psychology

Child & Adolescent Focus
2022-2023



3518 W. 25th St.
(216) 741-2241
Fax (216) 739-3638
www.applewoodcenters.org

Solutions for Children, Youth and Families

INTRODUCTION	3
ABOUT APPLEWOOD CENTERS	3
MISSION STATEMENT	4
VISION STATEMENT	4
CORE VALUES	4
PROFESSIONAL STAFF, PSYCHOLOGY INTERNS, AND STUDENTS	5
INTERNSHIP MISSION STATEMENT	5
PHILOSOPHY	6
TRAINING MODEL: PRACTITIONER-SCIENTIST	6
TRAINING AIMS AND COMPETENCIES	7
TRAINING METHODS	8
PROGRAM DESCRIPTIONS	9
<i>Office-Based Services</i>	9
ACTIVITIES AND TIME ALLOCATION	10
<i>Supervision</i>	10
<i>Clinical Services Treatment Team Meetings</i>	11
<i>Continuing Professional Education</i>	11
<i>Diversity Training</i>	11
<i>Scholarly Inquiry</i>	11
TERM, SALARY, AND BENEFITS	11
<i>Term</i>	11
<i>Salary</i>	11
<i>Paid Time Off and Holidays</i>	11
REQUIREMENTS FOR ADMISSION	12
APPLICATION AND SELECTION PROCEDURES	12
APPLICATION INSTRUCTIONS:	13
QUESTIONS	13

INTRODUCTION

Applewood Centers offers a doctoral internship with a focus in clinical child and adolescent psychology. We offer a salary of **\$28,711.80** with health insurance. We became members of APPIC in 1997. We have been accredited by the Commission on Accreditation of the American Psychological Association since 1999. Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington, DC 20002
Phone: (202) 336-5979/E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

Applewood Centers 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.

ABOUT APPLEWOOD CENTERS

[Applewood Centers](#) was created in 1997 through a merger of Children's Services Inc. and The Guidance Centers; two child-serving agencies providing services since 1876 and 1924, respectively. In 2004, Applewood merged with Children's Aid Society, which opened in 1832, as an orphanage and operator of the first public school in Cleveland. On December 31, 2007, Applewood affiliated with Wingspan Care Group, an administrative oversight company. Wingspan partner agencies include [Bellefaire JCB](#) and [Monarch Teaching Technologies](#), a spin-off for-profit technology company that produces educational software for children with autism.

Applewood Centers is a private, not-for-profit organization delivering a full continuum of behavioral healthcare services throughout Greater Cleveland. It serves over 10,000 children, adolescents and families annually, and has an annual budget of over \$18 million. Our services include the following:

Gerson School Programs

- Eleanor Gerson High School, grades 9-12
- Gerson West School, grades 6-9

Residential Treatment

- Apple Blossom For Girls - a secure unit for adolescent females, ages 11 to 18
- Orchard For Boys- a secure unit for adolescent males, ages 11 to 18
- Day Treatment Program for Boys – a secure day treatment program for adolescent males
- Partial Hospitalization
- Juvenile Justice Services

Behavioral Health Services

- Community, School, and Office-Based Counseling
- Psychiatry Services
- After School, Weekend, and Summer Programs
- School Based Services
- Early Childhood Mental Health
- Special Needs Child Care Consultation
- Community Psychiatric Supportive Treatment
- Multisystemic Therapy
- Psychological Testing and Assessment
- Intensive Home-Based Services

Foster Care & Adoption

Bilingual Services

Mission Statement

Applewood Centers fosters solutions for children, youth and families.

Vision Statement

Applewood Centers is a leader in improving the lives of children in Ohio by providing high quality behavioral healthcare and out-of-home services for children and their families.

Our commitment is to:

- ❑ Deliver high quality, results focused programs and services
- ❑ Ensure the agency's long-term economic viability
- ❑ Develop a diverse team of skilled professionals
- ❑ Build on over 175 years of excellence in service
- ❑ Serve a diverse population reflective of our community
- ❑ Monitor and ensure desired outcomes for children
- ❑ Employ training and technology to best support excellent service
- ❑ Embrace our core values in all we do.

Core Values

Our organization embraces and is shaped by core values aimed at helping children to experience happiness, joy and love!

Caring

- ❑ We believe all children should be in a safe and loving environment.
- ❑ We respect the dignity and worth of each client and staff member.
- ❑ We treat our clientele and each other with compassion and courtesy.
- ❑ We advocate for children and their families at the local, state, and national levels.

Child-Centered

- ❑ We believe that treating and meeting a child's individual needs, while working with her/his family, is our primary responsibility.
- ❑ We believe the children and families we serve are the most important decision-makers in matters affecting their lives.
- ❑ We demonstrate a cultural sensitivity in our relationships with our clientele.

Collaborative

- We strive for the highest level of teamwork within our organization.
- We work with other people, organizations, and the community in a spirit of cooperation.
- We believe our mission is enhanced through strategic partnerships.

Excellence

- We are outcome focused and constantly strive to improve in everything we do.
- We value wise and efficient use of resources in providing superior services.
- We provide opportunities for staff team successes.
- We believe the board and staff should reflect the community we serve.

Innovation

- We have a work environment that encourages initiative and creativity.
- We strive to be a leader in program development.
- We emphasize research and development as part of our organizational structure.
- We encourage and value education and training.

Integrity

- We are guided by the highest ethical standards.
- We demonstrate honesty and candor in all our relationships.
- We practice fairness, responsibility, and forgiveness.
- We demand accountability at all organizational levels.

Professional Staff, Psychology Interns, and Students

In Cuyahoga County, Applewood Centers employs several professional staff including psychologists, doctoral psychology interns, psychiatrists, independently licensed clinical counselors and social workers, and nurses. The agency also hosts several professional training programs including: child psychiatry residents from Case Western Reserve University School of Medicine/University Hospitals of Cleveland, a social work internship in partnership with several local universities, and occasionally clinical psychology graduate students from local universities. Students from these training programs may join the psychology interns for selected training experiences.

Internship Mission Statement

The mission of the doctoral psychology internship at Applewood Centers is to prepare interns for entry-level professional practice in clinical child and adolescent psychology. The internship strives to train psychology interns to serve, competently and ethically, the mental health needs of children, adolescents, and their families in a variety of clinical settings. Interns are exposed to both a high level of scientific activity and practice innovation through their experience.

Minority intern applicants are encouraged. Applewood Centers serves a large and diverse urban population, including a large Latino population from the agency's Jones Campus. The families we serve represent diverse cultures and socioeconomic backgrounds. Our agency recognizes that discrimination to Asian and Asian-American individuals is occurring due to COVID-19. Our site is a welcoming and supportive environment for Asian and Asian-American trainees.

Philosophy

The program believes that psychological practice is informed by psychological science. The program believes that professional competence and identity are developed and consolidated through supervised clinical practice, didactic training, scholarly inquiry, and the opportunity to work collaboratively with psychologists and professionals in other disciplines. Accordingly, the program is structured so that interns assume major clinical responsibilities in the context of appropriate supervisory support, didactic training, professional role modeling, knowledge of community resources, and knowledge of administrative systems.

Training Model: Practitioner-Scientist

Consistent with the philosophy of psychological practice informed by science, the internship's training model is best characterized by a Practitioner-Scientist Model. The internship's training model emphasizes the development of competency (1) research, (2) ethical and legal standards, (3) individual and cultural diversity, (4) professional values, attitudes, and behaviors, (5) communication and interpersonal skills, (6) diagnosis and assessment, (7) intervention, (8) supervision, and (9) consultation and interprofessional/interdisciplinary skills. In order to develop these competencies, the internship provides a wide variety of clinical and educational experiences in early childhood, child, adolescent, and family psychology. The training model holds that competencies are ideally developed through repeated exposure to a variety of clinical experiences supported by thorough supervision and didactic training.

Clinical experiences and didactic training are sequenced to present core information first and to build on previous experience. Interns work with clients who have experienced a variety of stressors including divorce, school failure, pregnancy, accidents, foster care placement, death, sexual abuse, neglect, domestic violence, and illness. Interns work with clients with diverse diagnoses and presenting problems including ADHD, disruptive behavior disorders, mood disorders, anxiety disorders, PTSD, adjustment disorders, bipolar disorders, and learning disorders. Interns have the opportunity to learn and apply diverse theoretical approaches to treatment. Treatment modalities include individual, group, and family therapy, parent training, consultation, and client advocacy. The practice settings will be within the Office-Based clinic. Interns conduct psychological assessments to address a variety of referral questions including differential diagnosis, thought disorder, lethality risk, intellectual disabilities, and learning disabilities.

The internship integrates clinical research through individual and group supervision, didactic seminars, assigned readings in professional journals, and continuing professional education. It is a priority of the internship to provide training and clinical experiences that foster respect for and the ability to work effectively with clients from diverse cultures and socioeconomic backgrounds.

Training Aims and Competencies

At the conclusion of the 12-month program, interns will be able to demonstrate an intermediate to advanced level of knowledge and competence with children, adolescents, and their families in the following areas:

1. Research:

Interns will independently evaluate current scientific research to enhance clinical practice. Interns will utilize databases, professional literature, seminars and training sessions, and other resources to demonstrate application of research to practice. Additionally, interns will demonstrate an understanding of applied research through learning and administering research-based, semi-structured clinical interviews and screening measures in our community mental health center.

2. Ethical and Legal Standards

Interns will demonstrate knowledge of APA ethical and professional standards and consistently apply these standards. Interns will proactively identify ethical and legal issues and seek consultation as needed.

3. Individual and Cultural Diversity

Interns will demonstrate knowledge, skills, and sensitivity in order to work effectively with clients from diverse populations. Interns will apply knowledge of culturally sensitive approaches to practice. Additionally, interns will demonstrate awareness of how their own background and individual differences might impact clients. Interns will strive to self-monitor their responses to differences and utilize supervision as needed to appropriately address diversity issues in the therapeutic relationship.

4. Professional values, attitudes, and behaviors

Interns will demonstrate professional values, attitudes, and behaviors to develop and maintain constructive working alliances with clients. Interns will also demonstrate professional interactions when collaborating with peers, colleagues, students, supervisors, and members of other disciplines, consumers of services, and community organizations.

5. Communication and Interpersonal Skills:

Interns will demonstrate professional communication and interpersonal skills and respond professionally to complex situations. They will manage their own affect appropriately while demonstrating an awareness of personal issues within a professional clinical setting. They will demonstrate competency in the management of difficult communications while communicating with professional language and concepts.

6. Diagnosis and Assessment:

Interns will demonstrate the ability to conduct evidence-based assessment consistent within the scope of health service psychology. They will demonstrate a thorough working knowledge of diagnostic nomenclature and DSM classification and show competency in the gathering of relevant information and utilization of collateral information for formulating diagnoses. They will demonstrate competency in the assessment of mental status and use of appropriate psychological tests while completing evaluations. They will write clear and concise reports that include appropriate interpretation and integration of test data and appropriate

recommendations based on test data. They will provide clear and useful feedback to clients and collaterals or other health professionals as necessary.

7. Intervention:

Interns will demonstrate the ability to apply evidence-based intervention within the scope of health service psychology. In providing interventions, interns will establish and maintain effective therapeutic alliances, recognize and respond appropriately to client crises and manage interpersonal boundaries with clients professionally. Interns will formulate case conceptualization that utilizes theoretical knowledge and research. Interns will collaborate with clients to establish treatment goals that correspond with case conceptualizations. Interns will develop evidence-based interventions that are informed by research, assessment data (if applicable), contextual variables, and diversity factors. Interns will seek supervision as necessary in formulating case conceptualization, deciding upon treatment goals, and providing interventions.

8. Supervision:

Interns will demonstrate the ability to seek and utilize supervision and feedback in an effective manner. They will come prepared to supervision sessions and effectively communicate relevant clinical issues to supervisors. Interns will be receptive to supervisor ideas and suggestions and integrate supervisor feedback in clinical work. Interns will also provide useful direction, information, and feedback for other trainees and mental health professionals during group supervision or umbrella supervision.

9. Consultation and Interprofessional/Interdisciplinary Skills:

Interns will demonstrate consultation and interprofessional/interdisciplinary skills when addressing problems, sharing information, and engaging in professional activities. Interns will appreciate multiple perspectives and demonstrate adequate knowledge of issues relevant to other professionals. In consulting with other health care professionals interns will provide an appropriate level of guidance and communicate in a clear manner using language that is appropriate to the intended audience. Interns will directly engage in consultation with other professionals and directly engage in peer consultation with other trainees in the program.

Training Methods

Training is accomplished through direct clinical experience, individual and group supervision, didactic seminars, treatment team staffing, professional consultation, continuing professional education, and scholarly readings. Psychology staff provides primary individual supervision. Interns are integrated as full staff members into the treatment teams. Consultation to and with other disciplines regarding specific therapeutic questions or interventions is available and encouraged. The internship's direct service component draws from clients and programs across the multi-service agency.

Program Descriptions

All interns are required to do Office-Based therapy and psychological assessment services. Providing psychological assessment for residential clients may be an option. The placement at Applewood Centers is entirely at our **Office-Based** clinic.

Office-Based Services

The Office-Based Services Program of Applewood Centers provides psychotherapy and psychological assessment services. Interns will be placed together in the Office-Based department in Cleveland. The target populations served are children and adolescents ranging in age from 3 to 18 and their families. Most of our clients are minorities from urban, lower socioeconomic backgrounds. Psychotherapy services are based on specifically formulated goals and incorporate an awareness of each family's unique strengths, practical realities, and cultural background. Interns will provide individual and family psychotherapy to clients in the Office-Based clinic.

Due to COVID 19, interns have been providing both telehealth and in-person services for individual/family therapy sessions.

Group psychotherapy is an option depending on the intern's interest and agency's needs. Interns and staff are welcome to generate their own group topics and curricula, and the agency has several empirically supported curricula that are often utilized for groups. A variety of theoretical orientations and treatment frameworks may be used in therapy depending on client needs.

Psychological assessments are performed to provide diagnostic information about children, adolescents, and families to assist with treatment planning and interventions. A variety of psychological tests are used to measure different domains and levels of client functioning. These domains include intellectual functioning, academic achievement, executive functioning, language, visual-motor, adaptive behavior, emotional disturbance, personality structure, and family systems. **Due to COVID-19, the agency has made modifications to psychological testing procedures with protocols to maintain safety for clients and staff. Safety protocols and procedures for psychological assessments have involved, for example, using plexiglass or administering assessments via Zoom in addition to in-person testing.**

Intern activities include:

- Child, adolescent, and/or adult psychiatric diagnostic evaluations (PDE)
- Child, adolescent, and family Office-Based psychotherapy cases
- Child and adolescent psychological assessment, report writing and feedback (at least 8 per year, although interns often complete more). **Due to COVID-19, the number of assessments will continue to be reviewed and modified if needed.**
- Consultation with referral sources and professionals from treatment teams, other disciplines, and other involved systems
- Office-Based group psychotherapy (optional).

Activities and Time Allocation

An approximate breakdown of program assignment, training opportunity, time allocation, and percentage of workweek is as follows:

Program/Service	Hours per week
Group Supervision -Held on Mondays from 12-2 and led by both supervising psychologists (or held on a Tuesday if there is a holiday). Consists of discussion of either individual/family psychotherapy or psychological assessments	2.0
Individual Supervision Typically a combination of therapy and assessment. Interns have the option to schedule 2 hours one day a week or 1 hour for two days a week to satisfy the requirements for individual supervision	2.0
Didactics -Held generally on Tuesdays from 12-2 or alternative day if attending an agency-wide training. It should be noted that we often have guest speakers and special trainings. Therefore, didactics may be more than 2 hours per week.	2.0 (or 2-3 hours if there is an agency-wide training)
Office-Based Therapy	34 flex hours, of which 18 must be billable
Psychological Testing (minimum of 12 completed over year)	
Total	40.0

Notes: To be conservative, interns must schedule clients based on a 60% show rate (e.g. schedule approximately 30 billable hours to ensure 18 billable hours).

Supervision, Didactics, and Scholarly Inquiry

Supervision

Interns have at least two primary psychologist supervisors providing individual and group supervision. Interns receive at least four hours per week of supervision with at least two of these hours in individual supervision provided by the core faculty who are licensed psychologists. Supplemental supervision might be obtained through a post-doctoral fellow, or through licensed clinical social workers or counselors, but this is not to be considered as part of the core supervision requirements. Our program also incorporates other licensed staff members who provide didactics in a variety of specialty areas.

The supervisors in the training committee practice from a cognitive-behavioral theoretical orientation. Interns practicing from diverse theoretical orientations such as family systems, psychodynamic, etc. are welcome. Group supervision will consist of a combination of case presentations and discussions about the link between research and practice for specific disorders and clients.

Clinical Services Treatment Team Meetings

Interns attend monthly multi-disciplinary Office-Based Team meetings with the Office-Based services treatment staff for one hour. The meetings are a forum to provide multi-disciplinary consultation around case presentations, communicate agency policies, integrate interns into the agency culture, and develop professional relationships.

Continuing Professional Education

As part of the commitment to professional growth, staff offers a variety of internal Continuing Professional Education seminars on a variety of clinical subjects.

Diversity Training

The internship provides specific training in issues of diversity and multicultural competence. Diversity training is scheduled each year with several foci: (1) identifying different dimensions of cultural and lifestyle diversity; (2) clarifying perspectives in cross cultural interactions; and (3) recognizing and resolving challenges in intercultural exchange. The diversity training gives interns opportunities to develop and practice new ways of perceiving and behaving in cross cultural interactions. In addition, diversity and multicultural clinical issues are addressed in an ongoing fashion through individual supervision, peer group meetings, team meetings, and the internship seminar.

Scholarly Inquiry

Interns engage in a variety of activities designed to develop their competence in conducting independent scholarly inquiry. These activities include making formal case presentations with relevant literature reviews, reading professional journals and books, and participating in seminars that focus on treatment, treatment outcome research and related methodological issues.

Term, Salary, and Benefits

Term

The doctoral internship program is a 12-month, full-time training experience beginning on July 11, 2022. We are accepting 4 interns for the 2022-2023 internship year. Interns complete an orientation through our sister agency, Bellefaire, prior to the start of internship.

Salary

We offer a salary of \$28,711.80 with health insurance for individual and/or dependents. Health insurance is available with a shared cost with the agency. Spouse health insurance coverage is available if spouse is not eligible for health insurance through own employer. Workers' Compensation, Social Security, and malpractice liability insurance are included.

Paid Time Off and Holidays

Interns will receive 10 paid time off days (vacation, educational leave, sick time, personal days) during their 12-month employment (this is subject to change in accord with any agency changes). Arrangements and approval for these days off are made through the Psychology Training

Director. Ten paid holidays are provided according to the agency schedule. Interns should be prepared to work some evening hours at the agency to accommodate the needs of Office-Based clients. Interns often schedule clients between Noon – 8 pm on Mondays and Tuesdays; 10am-6pm on Wednesdays and Thursdays; and 9am-5pm on Fridays.

Requirements For Admission

Admission to the Psychology Internship is open to qualified individuals. Applicants must be enrolled in a Ph.D. or Psy.D. program in clinical, counseling, school, or combined (within the three disciplines of clinical, counseling, and school) psychology from an accredited university and have completed at least three years of graduate work. The following are prerequisites for admission to our program:

- Experience in the assessment and treatment of children, adolescents and families
- Minimum of 3 years in graduate program
- Sufficient breadth and depth of practicum hours
- Comprehensive exams passed
- Have a master's degree; if your program does not grant master's degrees, then your Director of Clinical Training must submit a letter stating that you have completed all requirements for a master's degree
- Accepted to doctoral candidacy
- Dissertation proposal approved by ranking deadline (if not already approved when submitting materials it is helpful to comment on status in application and have Director of Training and/or advisor comment on status)
- Pass background check, physical exam, TB test, and drug screen, as required for all agency staff

Applicants are expected to have sufficient academic background in child clinical psychology to be able to utilize the experiences offered. This includes theoretical and applied familiarity with various instruments used in psychological evaluations, as well as an understanding of child development and therapeutic modalities. By the beginning of the training year, interns are expected to have a good working knowledge of the following assessment domains: Intelligence, Achievement, Personality, Behavior, Adaptive, and Projectives.

Application and Selection Procedures

Applicants apply to the psychology internship at Applewood Centers using the APPIC *Application for Psychology Internship* (AAPI). You may obtain a copy of the AAPI as a word processor file from the *Forms and Document Downloads* section of the APPIC Web site: www.appic.org. You may also obtain a copy of the AAPI from your Director of Training. The AAPI must include the APPIC *Academic Program's Verification of Internship Eligibility and Readiness* as completed by the Director of Training from your university. For a copy of the APPIC match process policies please refer to the APPIC web site link [here](#). Complete Applewood Centers application instructions appear on the last page of this brochure. Instruction and forms to register for the match process can be obtained from the Matching Program web site

at: <http://www.natmatch.com/psychint>. All APPI's are now submitted through the APPIC on-line portal.

Internship applicants who meet the selection criteria are invited for an interview.

Applicants will be notified by phone if they are selected for an interview and they will be notified by email or mail if they are not selected for an interview. **Interviews will occur virtually in January, 2022 on 4 pre-selected days (Wednesday, January 12; Friday, January 14; Wednesday, January 19; and Friday, January 21).** On the 4 interview days, applicants can expect a group overview, two individual interviews, and a meeting with at least one intern or post-doctoral fellow.

Applewood Centers celebrates cultural and ethnic diversity in our staff and our clients. To continue this tradition we encourage applicants who are interested in working in such a setting. We also strongly encourage minority applicants who will add to the diversity of our clinical staff. Applewood Centers is committed to a policy of equal opportunity for all applicants for employment. There will be no discrimination made with respect to handicap, age, sex, national origin, sexual orientation, religion, race, or persons with communicable diseases. Applewood Centers adheres to APPIC policies regarding internship offers and acceptances.

Application Instructions:

Completed applications must be received through the APPIC On-Line Portal and consist of: transcripts, Verification of Internship Eligibility and Readiness, and three letters of recommendation as well as AAPI, curriculum vita/resume, cover letter, and work sample (psychological evaluation). Applications and supporting documentation should be submitted through the APPIC On-Line Portal.

Questions

Questions regarding the status of your application or the application process should be directed to Ms. April Holmes at (216) 741-2241 or aholmes@applewoodcenters.org.

Questions about the internship program or application content should be directed to Dr. Shirah Cohen-Tidd at stidd@applewoodcenters.org or (216) 741-2241.

The agency fax number (216) 739-3638. The agency web site is www.applewoodcenters.org .

For current status of the internship you may call:

American Psychological Association

Commission on Accreditation

750 First St., NE

Washington, DC 20002-4242

(800) 374-2721; (202) 336-5510; TDD/TTY (202) 336-6123

APPIC Central Office

10 "G" Street, NE

Suite 750

Washington, DC 20002

(202) 589-0600