

FamilyForward Doctoral Internship in Health Service Psychology



safer, healthier relationships
for children and families

FamilyForward's Mission

To better serve the community, Children's Home Society of Missouri and Family Resource Center officially united to become FamilyForward on April 1, 2017. Together, the agencies have 169 years of experience helping children and families. FamilyForward is a movement and the name for the merged entity of two of St. Louis' most accomplished, leading-edge non-profit organizations. FamilyForward is the direction for hope and for new opportunities to build safer, healthier relationships for children and families.

FamilyForward's mission is to move vulnerable children in the direction of hope by delivering comprehensive therapeutic and educational services to support biological, foster, and adoptive families. We strive to be a leader in the community in providing innovative solutions, evidenced-based practices, and utilizing partnerships to provide services that lead to better outcomes for the families that we serve and the surrounding communities. Our Core Values include *Out Front*: We are leaders in the use of innovative tools and methods to get better results for the children and families we serve. We prefer to set the pace, testing new ideas and collecting data, always striving to make the biggest impact we can. *Whole Hearted*: We are tirelessly committed to the vision and mission of FamilyForward. We use our unique talents and expertise to serve our clients and community with compassion, acceptance, and respect. and *Rock Solid*: We are responsible stewards of an organization with a long and proud history of service. Reliable, trustworthy, and hard-working, we do whatever it takes to get the job done, even when no one is watching.



Program Aim

Our program aim is to prepare psychologists for entry level practice in clinical psychology with an emphasis on psychological evaluations and trauma-informed care.

Clinical Areas of Focus

Psychological Assessment

The primary focus of this doctoral internship in health service psychology is completing psychological evaluations for children and adolescents who have experienced developmental trauma before the age of 8 (e.g. abuse, neglect, exposure to trauma/war, etc.). Assessment batteries vary depending on the need of the client, including intellectual, academic, personality, social, and emotional functioning. Evaluations will be adapted to the specific needs and presenting problems of the client and family. As such, each evaluation, report, and feedback session are unique. Interns will practice applying a variety of concepts from DEI initiatives, diagnostics, theory, current research, evidenced based practices, and therapeutic interventions when completing assessments. Further, they will be trained to use trauma-informed approaches throughout psychological evaluations with a heavy influence on strength-based conceptualization.

The assessment team is housed within the Developmental Trauma Center, which provides services within the framework of the Neurosequential Model of Therapeutics (NMT), developed by Dr. Bruce Perry and the Child Trauma Academy. The interns would participate in training to learn, incorporate, and utilize this model in assessments and trauma-informed care. This focus also frames our approach to assessments, as we are careful to provide an experience that is thoughtful, attuned, and culturally responsive to the need of each client in regards to scheduling, approach to sessions, test selection, self-care, and feedback. We also utilize the Therapeutic Assessment model, developed by Dr. Stephen E. Finn, to direct our experience with clients to be more therapeutic, transparent, collaborative, and client-centered.

Therapeutic Intervention and Treatment

A secondary focus of this doctoral internship is on intervention, where interns develop the necessary skills to implement trauma-informed therapeutic intervention. The nature of the internship program being housed in the Developmental Trauma Center at FamilyForward offers the intern with opportunities to provide consultation services among the rest of the assessment and therapy teams, facilitate warm handoffs to help bridge assessment and therapy services, engage in individual, parent, and group therapy with clients and families, and assist in developing interventions and implementing interventions with psychoeducational groups and with the Therapeutic Preschool. Therapeutic intervention will rely on evidence-based practices and trauma informed care. In addition to more traditional models of care, interns have the opportunity to be involved with IEP meetings, treatment team meetings, and other medical or mental health

appointments at the client's request. During these meetings, interns will be able to communicate their conceptualization of the client, advocate for the client's needs, and relay information about trauma and the functional impact of trauma-related symptoms to help other providers increase their understanding of the client and how to support them. Approximately 10-20% of the intern's work week will involve a variety of these intervention services, which may be adjusted based on interest level and need of service. Interns will create a centralized location where children and their families can turn for services and/or referrals for each stage of life and develop an environment of respect and acceptance of all families.

Consultation

Interns will develop ethical, professional, intentional, and culturally sensitive clinicians, prepared for entry level practice as a specialized psychologist through the use of individual supervision, peer/case consultation, seminars, readings, and research. They will explore models of consultation in order to establish skills to partner with a variety of community members.

Supervision

Interns receive informal and formal evaluation throughout the year in the forms of live supervision and written evaluations. Interns receive a minimum of 4 hours of supervision each week using individual and group supervision formats.



Intern Work Assignments

- Psychology Interns are full-time employees of FamilyForward expected to work 40 hours per week for the duration of 12 months. They

will complete at least 2000 hours within the 12-month internship, with an anticipated start date in August or September and end date of August or September of the following year.

- It is expected that a minimum of 50% of the interns' 40-hour work week will include direct client services, which equates to 20 hours weekly. Included within direct client services is face-to-face time with clients, which will encompass a minimum of 10 hours weekly.
- Most of the interns' work will occur during the hours of 8:00 am to 5:00 pm. However, we value being flexible with the families we serve and there may be occasional client sessions that occur outside of this window. Moreover, psychoeducational and support groups, as well as group therapy occur in the evenings to accommodate client schedules, in which interns may have the opportunity to participate.
- The agency will assign case load based on the experience of staff, needs of clients, and needs of the program as a whole. The interns will carry a caseload of approximately 3 psychological testing clients per month. Caseloads will be adjusted based on the complexity of the case and non-direct service time as needed.
- Within an intern's workweek, 10-20% of time will be allocated to intervention services in the format of individual, group, or family therapy, facilitation of psychoeducational groups or therapeutic summer camps, consultation and collaboration with other mental health professionals within or outside of our organization, and development of programs, interventions, and treatment plans.
- Interns are expected to consult with their supervisors at any time if they feel they cannot adequately service

the caseload assigned. As services are provided, the interns keep up-to-date records, which are cosigned by supervisors.

- Interns will participate in 2-hour weekly didactic seminars focused on clinical skills and professional growth.



Expectations of Intern

Over the course of the internship year, the intern is expected to develop the following competencies:

- Intervention – skilled in selecting and applying evidenced-based interventions and clinical decision making
- Consultation and Inter-professional/Interdisciplinary Skills – knowledge and respect for others' roles and perspectives; familiar with models of consulting and application of skills
- Assessment – knowledge of diagnostics, role of client history and context, understanding and use of assessment tools and literature; skilled in application and interpretation of data along with communication of results
- Supervision – knowledge of supervision models and practice along with skills to apply that knowledge
- Communication and Interpersonal Skills – effective in developing and maintaining professional relationships and communicating appropriately
- Professional Values and Attitudes – values and attitudes of psychology are reflected in behavior; self-reflective;

- open and responsive to feedback; professional composure
- Individual and Cultural Diversity – value and understand role of own context, biases, history, and attitudes; knowledge of theory regarding diversity in role; applies knowledge in clinical and professional relationships
- Ethical and Legal Standards – knowledgeable and responsive to APA ethics, professional standards and guidelines, and code of conduct; ethical in behavior and consults as needed
- Research – able to evaluate research and incorporate into practice

Intern Selection

Applicants must be from an APA-accredited doctoral program in clinical psychology or counseling psychology.

Graduate coursework and practicum training in therapeutic interventions and assessment. All theoretical orientations are welcome, but applicants must have familiarity and comfort with trauma and attachment. Applicants are expected to have experience working with children and adolescents.

Applicants are expected to have completed a minimum of 12 comprehensive psychological assessment batteries during their clinical training. Experience administering and interpreting cognitive, academic, executive functioning, personality, and projective measures is strongly desired.

Application materials:

- A completed APPIC Application for Psychology Internship form (AAPI) filed electronically. This form can be accessed from APPIC's web site: <http://www.appic.org>.
- A cover letter indicating interest in our site.

- Letters of recommendation, including at least one clinical supervisor and at least two that can attest to intervention and/or assessment skills.
- Current graduate program transcript, as specified by the APPIC directions for the electronic application.
- Citizenship is not required, but we are not able to be a primary sponsor to work or school visas.
- Dissertation proposal and any comprehensive examinations are required to be completed prior to internship start date.
- Applicants must be in good standing in their graduate institution.
- A minimum of 4 years of graduate training with a minimum of 300 hours of practicum training in therapeutic intervention and a minimum of 100 hours of assessment experience.
- Interns are required to have diagnostic training or experience with the DSM-5.
- Verification of all selection criteria from the training director of the applicant's graduate program, prior to start date.

We look forward to your interest in our internship program. If you have any questions concerning the application process, please contact the training director.

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