

**Virginia Treatment Center for Children
Pre-doctoral Internship
in
Clinical Psychology**

2017/18 Training Year

(updated 9/2017)

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This internship site 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 prior to Uniform Notification Day.

This internship program is accredited by the American Psychological Association. Questions regarding accreditation may be directed to:

Commission on Accreditation
American Psychological Association
750 First St., NE
Washington, D.C. 20002-4242
202-336-5979

Background and Introduction

The internship program at the Virginia Treatment Center for Children, accredited by the American Psychological Association since 1975, is designed to provide training in the full continuum of care required to treat children and adolescents with serious emotional disturbances. Four funded positions are available each year in a training program that begins July 1 and ends June 30. Our stipend for the current training year is \$26,000.

The Virginia Treatment Center for Children is part of Virginia Commonwealth University Medical Center (VCUMC), one of Virginia's premier academic medical centers. A vital component of Virginia's community-based mental health system, VTCC continually works to improve the mental health of all of Virginia's children, youth, and families through clinical services, research, training and professional development.

VTCC is well-known within the field for its ability to successfully treat complex emotional and behavioral disorders. A diverse professional staff of psychiatrists, psychologists, social workers, educators, and occupational, recreational, and art therapists at VTCC provides acute inpatient treatment and outpatient therapy, pediatric consultation, and medication management services for children, adolescents, and their families.

The population served at VTCC includes children and adolescents and their families from all regions of the state of Virginia. The children represent a diversity of cultural backgrounds, ethnicities, ages, diagnostic categories and severity of presenting problems. At VTCC, we are committed to giving each child the best treatment possible and extending to each family respect and compassion. We are committed to including parents and guardians actively in their child's care — from the initial evaluation to treatment to aftercare planning.

VTCC makes available to families a breadth and depth of clinical experience that is unique among Virginia's community of mental health care providers. The clinical services offered at VTCC are widely known for their excellence. As part of a university-based medical center, VTCC provides advanced training and professional development for mental health clinicians.

During December of 2017, a new VTCC facility will be opening, featuring state-of-the-art technology and architectural features designed to provide an accessible, family-friendly pediatric psychiatry environment. Interns will benefit from enhanced learning facilities, as well as design elements to enhance multidisciplinary collaboration.

Training Model and Philosophy

The Psychology Internship Program at VTCC is guided by the principle that professional growth and learning occur as a result of participation in a wide range of clinical and didactic experiences within a supportive environment, with the opportunity to receive feedback and observe professional role models. The program is structured to provide a breadth and depth of child clinical and pediatric training experiences with a diverse

population of youth and families. Our goal is to provide interns with the opportunities necessary to develop the competencies in knowledge, skills, and professional identity to move from student to entry level professional.

The training program is based on the model of the Local Clinical Scientist (Stricker & Trierweiler, 1995) to prepare psychologists to meet the mental health needs of children, adolescents, and families. The “Local” Clinical Scientist applies general psychological science as appropriate to the unique circumstances and needs of a specific case. Our application of this model emphasizes the thoughtful application of psychological science to address clinical problems, including the implementation of empirically supported interventions. In addition, we emphasize the use of scientific thinking in the clinical setting to “provide an attitude and an orientation to the problem at hand that will lead to an informed solution” (Stricker & Trierweiler, 1995; p. 999).

Through exposure to a wide range of presenting problems in a diverse client population, the training program provides each intern with the opportunity to develop professional skills and awareness of cultural and familial influences on children’s development. In addition, interns gain a working knowledge of the varied service systems designed to address the needs of children and adolescents and their families and develop the skills to influence those systems on the child’s behalf. Toward this goal, training occurs in multiple formats and multidisciplinary environments, with significant emphasis placed on effective functioning as a team member, and adapting one’s approach to the clinical setting.

The year-long training program is comprised of three month rotations, emphasizing either child and adolescent acute psychiatry or pediatric consultation/liaison. In addition, interns participate in year-long rotations focusing on outpatient psychology services and psychological assessment. There is also a strong emphasis on didactics and supervision, to prepare interns for and help them learn from the clinical experiences.

For more information on our training model, please see:

Stricker, G., & Trierweiler, S.J. (1995). The local clinical scientist: A bridge between science and practice. *American Psychologist*, 50, 995-1002.

Internship Description

Each year the psychology faculty tracks intern time to learn how many hours they are putting into their internship experiences. Interns generally report an average workweek of about 45 hours. A minimum of 1800 hours are required for completion of the program. Time is proportioned approximately as follows: delivering clinical services (55 percent), attending treatment related meetings (15 percent) and seminars (10 percent), receiving clinical supervision (10 percent), and case management (10 percent).

Internship Clinical Rotations

Acute Inpatient Program *(2 3-month rotations)*

Interns participate in multidisciplinary teams, and serve as primary therapists for their assigned child and adolescent patients admitted to the acute treatment program. The primary therapist is the leader of a mini-team of mental health professionals, providing intensive individual and family therapy, consulting with psychiatrists regarding medication, and developing and implementing an effective treatment program and discharge plan. The primary therapist is also responsible for behavior management consultation, community liaison work, case management and case advocacy.

The interdisciplinary team at VTCC provides rapid diagnostic and psychopharmacologic assessment and seeks to quickly stabilize acutely affected patients. Upon the child's admission to the hospital, the team joins with the family to evaluate the child and develop an individualized treatment plan. The treatment team works with the family to stabilize the child and provide a smooth transition back to the family, school and community environments. Active case management is a priority, and the program's emphasis is on stabilization and linking the child and family to community services. Acute hospitalization generally lasts for five to seven days but length of stay can vary widely.

Weekend Therapist Duties

All therapists, including psychology interns, rotate through a weekend schedule to be available to provide individual and group therapy for the inpatient unit, as well as to conduct weekend admission assessments. Interns serve as the weekend therapist for approximately five weekends per year and provide back-up on-call service an additional four weekends.

Group Therapy *(2 3-month rotations)*

Interns provide group psychotherapy for acute unit patients, three to four times per week. Groups are co-led with education staff, and follow a structured, skill development oriented curriculum.

Pediatric Consultation and Liaison Service *(2 3-month rotations)*

While on the Pediatric Consultation and Liaison Service (C&L), interns provide clinical evaluation and intervention services to pediatric medical patients hospitalized at VCU Medical Center who have psychosocial difficulties that interfere with medical treatment. Trainees from both psychiatry and psychology participate in this service. Medical teams

refer patients who demonstrate emotional, behavioral or psychiatric problems. The trainee's role is to assess the youth's needs and to provide immediate, short-term intervention. Psychology interns also participate in family and provider meetings on a regular basis. A multidisciplinary C&L team meeting is held each week. At this meeting, trainees receive clinical supervision and participate in discussion about C&L issues. Supervisors also do floor rounds with the interns, allowing for direct observation, consultation, and feedback.

As part of the Pediatric Rotation, interns also serve as mental health consultants to the pediatric Craniofacial Care Clinic. This service has a preventative focus and involves substantial interdisciplinary team experience.

In addition, interns participate in the PICU psycho-social rounds, and follow direct referrals from the PICU and Pain/Palliative care units. Referrals usually involve providing parent support or psychotherapy to patients. Interns also participate in debriefing sessions for the treatment teams on the PICU.

Child Development Clinic (*1 3-month rotation*)

This rotation provides interns with exposure to children with neurodevelopmental disabilities and autism spectrum disorder, developmental and diagnostic assessments in children and adolescents, and interdisciplinary teamwork within an outpatient medical setting. During this half-day rotation, interns have the opportunity to observe and participate in the administration of standardized cognitive and developmental assessment measures, write comprehensive diagnostic interdisciplinary reports, provide diagnostic feedback and treatment recommendations to families, and participate in brief parent consults and parent education sessions. Interns will also have opportunities to observe medical consults/developmental evaluations with the clinic's developmental pediatricians and pediatric nurse practitioners, educational evaluations with the team's educational consultants, and social work consultations with the team's LCSW to provide interdisciplinary context for psychological evaluations. Unique to this rotation, interns will have the opportunity to become familiar with and participate in the administration of standardized assessment measures such as the ADOS-2, ADI-R, SCQ, and SRS-2 with children and adolescents on the autism spectrum and their families.

VTCC Outpatient Clinic (*all year*)

VTCC operates a large outpatient clinic serving children, adolescents, and families from the Richmond metropolitan area. The Outpatient Services Program offers a wide range of assessment and treatment services for children and adolescents and their families. Outpatient care reflects a family-focused philosophy emphasizing collaboration between the family and clinical staff. Program goals include providing the clinical support and treatment needed for the child and the family while they remain within their communities, and providing support and follow-up for children and adolescents who have been discharged from more intensive treatment programs.

Interns are expected to conduct approximately four outpatient sessions per week, providing individual and family therapy and case management services. Participation in

the outpatient rotation provides opportunity for longer-term treatment experience and exposure to a broader range of psychopathology.

Psychological Assessment Service (*all year*)

Referrals for psychological evaluations are managed by the Psychology Assessment Service and assigned to interns on a rotating basis. Referrals come primarily from the VTCC outpatient clinic. Interns receive weekly supervision in intellectual and personality assessment and conduct an average of one evaluation per month. Interns participate in the Assessment Service throughout the year, with the goal of completing 10 comprehensive evaluations by the end of the internship experience, which usually includes cognitive testing, the use of projective or other personality measures, as well as various symptom and behavioral checklists. There is an emphasis in developing skills in conceptualization and integrated report writing.

Supervision

When interns enter the training program, they are assigned a preceptor who serves as a primary support to the intern. Each intern's preceptor provides supervision and mentoring throughout the year and coordinates clinical activities and evaluation feedback for the intern.

Interns receive at least four hours of supervision weekly, including at least two hours of individual supervision with a licensed clinical psychologist. Therapy rooms are equipped with one-way mirrors and video equipment to allow video-recording of sessions and live supervision, and faculty members emphasize observation and review of videos for training purposes.

The psychology training faculty shares a general family systems perspective on the patients seen at the treatment center; however, they utilize a variety of psychotherapeutic approaches to facilitate changes in the system. These approaches include family, attachment-based, cognitive behavioral, and play therapies, as well as integrationist approaches. The intern will be provided with the opportunity to use all of these approaches, as appropriate to the needs of their patients.

VTCC Internship Supervisors

RUSSELL BARKLEY, PhD, LCP, ABPP, Clinical Professor

Internship Roles: Provides monthly seminars and provides case consultation

Specialties: ADHD, behavioral disorders in children and adolescents, autism spectrum disorders

DEBORAH BLACKBURN, PhD, LCP, Assistant Professor

Internship Roles: Serves as preceptor, assessment supervisor, and teaches assessment seminars

Specialties: psychological assessment, play therapy, Circle of Security™ intervention for children and families with a history of attachment difficulties, clinical supervision

JAEE BODAS, PhD, LCP, Assistant Professor

Internship Roles: Preceptor, C&L supervisor

Specialties: CBT, family therapy, and anxiety disorders

LESLIE KIMBALL FRANCK, PhD, LCP, Assistant Professor

Internship Roles: Preceptor, Acute and outpatient supervisor

Specialties: PTSD, dissociative disorders, cognitive behavioral therapy, dialectical behavior therapy

JENNIFER HINESLEY, Psy.D., LCP, Assistant Professor

Internship Roles: Preceptor, Acute and outpatient supervisor

Specialties: attachment, child-parent interactions, early childhood, trauma

JULIE LINKER, PhD, LCP, Assistant Professor

Internship Roles: Psychology Training Director, outpatient and assessment supervisor

Specialties: cognitive behavioral therapy, mood disorders

JENNINE MORITZ, PhD, LCP, Adjunct Professor

Internship Roles: Family Clinic supervisor

Specialties: child and family therapy, attachment

NEERAJA RAVINDRAN, PhD, LCP

Internship Roles: Child Development Clinic supervisor

Specialties: Child Clinical Psychology, Autism Spectrum Disorders, CBT for Childhood Anxiety Disorders, Developmental Disabilities, Parent consultation and training, TEACCH-certified practitioner

Seminars and Clinics

A variety of didactic and experiential seminars are offered to interns at VTCC. These include:

Family Therapy Clinic/Supervision: This weekly supervision clinic utilizes a multisystemic model of family therapy and reviews structural, strategic, Bowenian, and other therapeutic approaches. Other topics in family therapy are offered, depending on the interests and training needs of the interns, and includes guest speakers on various evidence-based family treatment models. Co-led by Jennine Moritz, Ph.D., and a Psychology Post-Doctoral Fellow.

Assessment Seminar: This seminar includes a didactic portion that covers topics such as administration, scoring, and interpretation of the Rorschach, empirically validated assessment of specific disorders including trauma, anxiety, nonverbal learning disabilities, autistic spectrum disorders, etc., as well as a peer supervision portion in which interns take turns presenting protocols from assessments they are actively working on. Seminar meets twice per month, with more intensive time in the summer spent on Rorschach training. Led by Debbie Blackburn, Ph.D. and a Psychology Post-Doctoral Fellow.

Multidisciplinary Child Mental Health Series: This seminar series meets weekly. Through most of the year, it is attended by psychology interns, psychiatry fellows, and social work interns, and provides an opportunity for cross-disciplinary training. Occasionally, specific seminars are provided to psychology interns only. Topics are taught by Psychology, Psychiatry, and Social Work faculty. In addition to the following seminars, special topics in Child Mental Health are presented, including sessions on topics such as Motivational Interviewing, Psychopharmacology with Children and Adolescents, and evidence-based treatments for various disorders.

Cultural Competency Seminar: Through this monthly seminar, interns have the opportunity to increase their level of comfort and sensitivity in working with diverse populations. The cultural diversity seminar is based on the premise that we become more adept at meeting the challenges of working with individual and cultural differences if we have opportunities to contemplate and practice talking with one another about how differences influence interactions and communication with team members and clients. We also develop our skills by exploring our own cultural heritage and the ways we are influenced by our unique histories. Through this process, we sometimes become aware of long-held biases and stereotypes that we might wish to question. This seminar is experiential and discussion-oriented, and begins early in the training year to form a basis for discussion of diversity issues in other seminars and in clinical supervision throughout the year. Co-led by Jae Bodas, Ph.D., and Cheryl Al-Mateen, M.D.

Treatment of Trauma: This monthly seminar focuses on principles of treating traumatized children and adolescents, and presents empirically-based treatments for

trauma-related symptoms. This seminar also provides opportunities for discussing the experience of treating trauma and the impact of this on the therapist as a person. Topics covered include stages of trauma treatment, dissociation, Dialectical Behavior Therapy, Trauma-Focused Cognitive Behavior Therapy, vicarious trauma and therapist self-care, seeking safety, the biology of trauma, complex trauma, non-interpersonal trauma, and resilience and posttraumatic growth. This seminar is primarily didactic in nature, but allows for discussion of the practical application of these principles to interns' current therapy interventions. Led by Leslie Kimball Franck, Ph.D.

Cognitive Behavioral Therapy: This seminar emphasizes the application of CBT conceptualizations and techniques to the complex and challenging cases that are frequently encountered at VTCC. Depending on the knowledge and background of the seminar participants, it may include review of specific manuals for treatment of mood, anxiety, or behavioral disorders. Participants will learn principles and strategies for identifying when and how to adapt CBT interventions according to cultural, developmental, or other factors that a child and/or family is presenting. Led by Julie Linker, PhD.

Attachment Seminar: This seminar emphasizes principles related to attachment, child development, and parenting. This seminar is primarily process oriented in nature, such that participants engage in active, focused discussion based on assigned scientific readings and reflections. Trainees are expected to come to each meeting with three questions or talking points from the assigned readings. After completing the assigned reading, participants are responsible for writing a brief (1-2 page) reflection paper focused on thoughts and reactions related to the article. Led by Jennifer Hinesley, Psy.D.

Psychopathology Seminar: This weekly series uses Problem Based Learning (PBL) strategies, in which psychology, psychiatry, and social work trainees utilize cases to raise questions and solve problems with an active learning mentality. This works by reviewing introductory material to a case, defining questions that need to be resolved about the case, and the trainees researching the answer to the question and teaching the answer to the group at the subsequent session. A faculty/expert is present to facilitate the learning. This seminar will be organized into 3 session modules. PBL cases will be presented, through which aspects of differential diagnosis, DSM-V criteria, epidemiology, testing and assessment, formulation and treatment planning will be explored. All major diagnostic categories will be covered over the course of the year, and each module will also focus on separate co-morbid or concomitant issues (for example, a Depression case may also focus on violence and suicide prevention, while an Anxiety case might focus on co-morbid medical conditions such as diabetes.) The seminar is led by rotating psychology and psychiatry faculty.

Ethics Seminars: These seminars provide an overview of training in professional standards and ethics that are likely to be encountered in a child-serving mental health facility, and includes discussions of ethical and legal standards from the perspectives of multiple disciplines. It also includes a session provided only to psychology interns for

review of “Ethical Principles of Psychologists and Code of Conduct,” followed by application of the Principles and Codes to difficult cases examples.

Intensive Training Seminars

Family of Origin Seminar: The Family of Origin Seminar provides an opportunity for psychology interns to explore the family issues they bring to the therapy process. The first day of this training is designed to offer trainees the opportunity to share information about their own families; the second half-day focuses on the clinical relevance of family of origin issues. In this confidential seminar, interns are encouraged but not required to explore and share their own family of origin issues with the lens of the family therapist and as they relate to their clinical work. Led by Jennine Moritz, Ph.D.,

Play Therapy Seminar: This daylong seminar is a fun training day with a focus on play therapy with children. The day involves a combination of lectures, viewing videotapes and discussion. Interns are introduced to theories about the curative factors of play therapy, the stages of traditional nondirective play therapy, as well as several structured play therapy interventions. Led by Debbie Blackburn, Ph.D.

Internship Resources

Each intern is provided with an individual or shared office equipped with a desktop computer and printer. All interns are provided with clerical support from the Medical Records department for dictation and preparation of documents and other medical records management. Outpatient office staff is available for scheduling intern outpatient appointments. Therapy rooms are available for individual, family, and play therapy sessions. Most therapy rooms are equipped with recording equipment to facilitate videotaping of sessions for review with supervisors.

Interns are provided with a stipend of \$26,000, which is paid out twice a month over the course of the year. Benefits include health insurance, and 8.3 hours per pay period of leave. This leave accumulates to approximately 27 days, which can be used flexibly for annual/holiday/education/sick leave.

Internship Application and Selection Policies

The VTCC Pre-Doctoral Psychology Internship program uses APPI Online to post internship details and application requirements. APPI is also used to receive applications. Deadlines are posted on APPI Online, and only complete applications received by that date are accepted.

Once applications are received, they are carefully reviewed. Applicants who are selected by interview are notified by phone or email by the deadline set by APPIC. In-person interviews are encouraged, but phone interviews are accepted. Applicants are given a choice of three to four dates on which to interview during the first weeks of January.

Applicants selected for interview are provided with a one-hour group overview of the VTCC program by the training director and other available faculty. After the overview, each applicant is interviewed by two different faculty members for 30 minutes each, using standardized interview questions. They also go on an hour-long tour of the facility conducted by current interns and post-doctoral fellows. Throughout the half-day visit, applicants are encouraged to ask questions of both faculty and trainees, and they are provided with contact information if they have follow-up questions. Adherence to the APPIC requirements for the selection process is emphasized, and VTCC does not follow up with applicants to enquire about their interest in the program, or for other reasons other than to respond to applicant inquiries. After all interviews are completed, the faculty meet together to review and rank each applicant. Selection procedures follow VCU and VCUHS hiring guidelines.

Because the VTCC internship training has an emphasis in child clinical and pediatric psychology, applicants who show promise of a career focus in these areas will be given priority. Evidence of prior experience in and commitment to child clinical or pediatric psychology will be weighed heavily in evaluating applicant credentials. Experience in child/adolescent psychological assessment is preferred. Because of the emphasis on including families in treatment at VTCC, experience in family therapy is also considered.

INTERNSHIP PROGRAM TABLES

Date Program Tables are updated: 8/2017

Internship Program Admissions:

The Psychology Internship Program at VTCC is guided by the principle that professional growth and learning occur as a result of participation in a wide range of clinical and didactic experiences within a supportive environment, with the opportunity to receive feedback and observe professional role models. The program is structured to provide a breadth and depth of child clinical and pediatric training experiences with a diverse population of youth and families. Our goal is to provide interns with the opportunities necessary to develop the competencies in knowledge, skills, and professional identity to move from student to entry level professional. Training is presented through a strong didactic series, supervision from faculty holding a variety of theoretical orientations, and diverse clinical experiences. Interns are expected to develop sensitivity to and competence with individual and cultural differences, ethical issues, interdisciplinary teams, and systems issues. The VTCC internship provides broad experience in child clinical psychology that can be applied in a variety of settings, including hospitals, clinics, universities, or community agencies.

The program is designed for students in a doctoral training program that have practicum level experience in diagnosis, assessment, and interventions, with specific training with children/adolescents and families. Preference is given to students from APA-accredited doctoral programs in clinical psychology, but applications from other related programs will be considered. To be considered, applicants *must* have obtained a Master's degree in psychology or a related field, and proposed their dissertation before the application deadline.

Does the program require that applicants have received a minimum number of hours of the following at time of application? If yes, indicate how many:

Total Direct Contact Intervention Hours:	No	Amount: NA
Total Direct Contact Assessment Hours:	No	Amount: NA

Describe any other required minimum criteria used to screen applicants:

Applicants are preferred to have a minimum of 4 completed integrated reports with children/adolescents, and experience administering and scoring cognitive testing.

Intervention experience with a range of ages, with an emphasis on children and adolescents, and some family therapy experience, along with family therapy coursework is preferred. Experience in a hospital, or other setting that would provide regular interactions with an interdisciplinary team is preferred.

Financial and Other Benefit Support for Upcoming Training Year

Annual Stipend/Salary for Full-time Interns: \$26,000
 Annual Stipend/Salary for Half-time Interns: NA

Program provides access to medical insurance for interns?	Yes
If access to medical insurance is provided	
Trainee contribution to cost required?	Yes
Coverage of family member(s) available?	Yes
Coverage of legally married partner available?	Yes
Coverage of domestic partner available?	No
Hours of Annual Paid Personal Time Off (PTO and/or vacation)	224
Hours of Annual Paid Sick Leave	*all leave time is combined under 224 hours PTO
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes

Other benefits

Initial Post-Internship Positions

Total # of interns who were in the 3 cohorts:	12	
Total # of interns who did not seek employment because they returned to their doctoral programs/are completing doctoral degrees:	0	
	PD	ED
Community mental health center	3	
Federally qualified health center		
Independent primary care facility/clinic		
University counseling center		
Veterans Affairs medical center		
Military health center		
Academic health center	8	
Other medical center or hospital		
Psychiatric hospital		
Academic university/department		
Community college or other teaching setting		
Independent research institution		
Correctional facility		
School district/system		
Independent practice setting		1

Not currently employed
Changed to another field
Other
Unknown

Note: PD= Post-doctoral residency position; EP= Employment position. Each individual represented should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.